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ABSTRACT

The unemployment of youth and adults has surfaced as a problem and a challenge to Asian Third World governments. Industry and business continue to experience a shortage of skilled and technical manpower. A manpower development conference was held in the Philippines on topics which included: (1) the role of private educational institutions in manpower development; (2) vocational guidance and interests; (3) vocational services and counseling; (4) placement services; and (5) labor market futures for secondary school gradautes. All programs described relate to issues in the Philippines, Japan and southeast Asia. (Author/BMW)

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VOCATIONAL GUIDANCE IN MANPOWER DEVELOPMENT

Papers presented at the
Asian Regional Conference-Workshop

Sponsored by the

Asian Regional Association
for Vocational and Educational Guidance (ARAVEG)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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1977

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TABLE OF CONTENTS

Page

Preface i
Garry R. Walz

Foreword iii
Josefina O. Santamaria

The Role of Private Educational Institutions in Manpower Development 1
Abraham I. Felipe

Vocational Guidance in the Bureau of Employment Services 8
Perfecto Gabut

Manpower Development Planning in the Republic of China 14
Tien-chih Yen

Contemporary Career Guidance in Japanese Senior High School . . . 27
T. Senzaki

Vocational Training Scheme: A Project to Implement Vocational Guidance at the University of Hong Kong 33
Leung Kai Hung

Research Studies in Vocational Guidance by the National Institute of Vocational Research. 42
Agnes Mieko Watanabe

Cross-Cultural Study of Vocational Interests Measured by the Strong-Campbell Interest Inventory 45
Ping-Hsing Chu

Expressed and Measured Vocational Interests of College-Bound Students 63
Esperanza R. Limcaco

The COVOTEP Experience 74
Salud Evangelista

Philippine Psychomotor Apparatus 79
Manuel G. Roxas

Testing Programs and Manpower Development in the Philippines . . 83
Mona D. Valisno

Vocational Counseling in the Philippines 87
Lily Rosquete-Rosales

Vocational Services for the Severely Handicapped in Japan 93
Naoki Tsukuda

Vocational Counseling for the Disabled 97
Victor J. Baltazar

Guidance Information Week Fair. 105
Swasdi Suwanaagsorn

Page

Career Information Resources in the Philippines: The Career Materials Development Project 107
Josefina O. Santamaria

The Placement Service of Junior High Schools in R.O.C. 120
Ching-kai Chang

Counselor Training Program in Manpower Development at De La Salle University 128
Emilia del Callar

Labor Market of the Graduates of the Secondary Schools in Japan 1950-75 141
G. Kihachi Fujimoto

Summary of Proceedings, Day 1 145

Summary of Proceedings, Day 2 148

Summary of Proceedings, Day 3 152

Summary of Proceedings, Day 4 155

Summary of Proceedings, Day 5 157

Summary of Proceedings, Day 6 161

PREFACE

Here at ERIC/CAPS (the Counseling and Personnel Services Clearinghouse of the Educational Resources Information Center) we have become increasingly aware of the international interest in guidance and student services, an interest that has shown itself both in requests for documents and in materials received from people all around the world. The invitation to act as Program Advisor for the Asian Regional Association for Vocational and Education Guidance (ARAVEG) gave me the opportunity to share first-hand in the progress and thinking of Asian centers as they work to establish their own programs of guidance services.

Two major impressions resulted from the experience. The first concerns the commonality of problems that exist in all nations for which help is being sought from guidance specialists, such as career planning, decision-making, values clarification, employability skills, and the articulation between school and work. A second major impression is the strong emphasis given in each of the Asian countries to developing its own indigenous guidance objectives and programs. While Asian guidance personnel are greatly interested in the conceptualizations and experiences of American guidance specialists, they look to American guidance programs not as something to copy but as experiences to learn from.

As Program Advisor for the 1977 ARAVEG conference, I had the opportunity to make several major presentations on guidance concepts and practices and to discuss the role of ERIC as a broker of international guidance resources. I also had the pleasure of participating as a discussant in many of the open forums which followed each presentation, and of meeting and interacting personally with participants from the seven different Asian countries. After the conclusion of the ARAVEG conference, it was also my distinct honor and pleasure to offer the first Philippines-wide workshop in career guidance under the sponsorship of the Philippine Vocational Guidance Association and the PVGA President, Mrs. Josefina Santamaria--a most stimulating and professionally rewarding experience. I will retain a lasting and cherished impression of the warmth, the vivacity, and the gracious hospitality of our Philippine hosts. All of the Asian delegates were honored and impressed by the reception and the caring expressed by the Philippine conference leaders and organizers.

With this publication of the proceedings from the ARAVEG conference, we hope to strengthen our ties with you who are guidance specialists not only in Asia but also around the world--by bringing ERIC closer to you, by sharing what ERIC has to offer with you, and by asking that you share with ERIC what would be of interest and use to others. If this volume serves to strengthen these ties, then it has achieved its major purpose. We would be delighted to learn of your responses to this volume as well as to respond to your ideas about how ERIC can be of use to you.

Garry R. Walz

FOREWORD

by

Josefina O. Santamaria

The 1977 Conference-Workshop of the Asian Regional Association on Vocational and Educational Guidance (ARAVEG) was attended by 60 guidance personnel, manpower specialists, and counselor educators from the Philippines, Japan, Malaysia, Hongkong, Indonesia, Taiwan (Republic of China), and India. The holding of this conference was a further expression of the growing interest and desire of Asians to promote and strengthen the practice of vocational and educational guidance in Asia, and to promote mutual understanding, cooperation, and assistance through exchange of information and sharing of experiences, knowledge, and expertise.

The theme of the Conference-Workshop--Vocational Guidance for Manpower Development--was very relevant to most of the governments in Asia, except that of Japan, which has been wrestling with the challenge of developing and utilizing manpower resources for the welfare of the individual and the community.

The Asian Situation

The unemployment of youth and adults has always been both a problem and a challenge to the governments of the Third World countries in Asia. In Malaysia, unemployment has reached such a serious magnitude that unemployed youth are considered to be a "social time bomb." School leavers, as well as those with secondary school certificates and/or college diplomas, find no jobs waiting for which they can qualify. In spite of this sad state of affairs, young people continue to pursue educational programs that they assume will lead them to what are extremely scarce white collar jobs. On the other hand, business and industry continue to experience an acute shortage of skilled and technical manpower. Although vocational and technical schools proliferate, and access to free training in the vocational and technical trades offered by government and civic agencies is practically unlimited, youth continue to choose professional courses. Employment in white collar jobs continues to be perceived as the one sure way of attaining economic betterment and moving upward socially.

The Philippine government has tried to restrict the entry of students into professional and degree courses by requiring students to obtain qualifying scores in the National College Entrance Examination (NCEE). This move, however, has only served to reinforce the bias against the technical and vocational courses and strengthen the desirability of professional degree programs. Having students take examinations to qualify for certain professional degree programs is also a policy of, and a practice in, India, Taiwan, ROC, Singapore, Malaysia, and Thailand.

Status of Vocational Guidance

Vocational guidance in Asia developed in answer to the pressing need to help students choose educational and training programs that would help to fulfill the manpower requirements of business, industry, and agriculture. In schools and other formal settings today, vocational guidance consists of helping students identify educational and training programs that are in line with their measured abilities, aptitudes, and interests. The services emphasized are counseling, testing, and occupational information. In nonformal settings, vocational guidance consists of helping youth and adults who have been trained through skills and trade courses become placed in jobs. The services emphasized are testing, referrals, and placement. Some agencies follow up those whom they have placed in jobs; others are only concerned with placement.

In Japan, vocational guidance is provided in three stages. In the first stage, homeroom teachers or guidance teachers help students decide which educational and training programs to pursue. In the second stage, students receive information on potential employers and guidance in selecting specific places of employment, as well as assistance in preparing themselves for job interviews. In the third stage, guidance personnel follow up the young workers to help them with adjustment problems.

In other countries like Thailand, Malaysia, Taiwan, and the Philippines, governments have mandated that certain agencies provide vocational guidance to unemployed youth and adults. Very little has been accomplished by these agencies, however, primarily because of the lack of qualified and competent personnel to provide the vocational guidance. Training of personnel for vocational guidance continues to be one of the important reasons why vocational guidance has neither had any significant impact nor achieved the major strides that might have been expected.

The ARAVEG

The need to train new personnel and to update the skills and competencies of existing guidance personnel in vocational guidance was the impetus for the organization of national vocational guidance associations. The oldest of such organizations is the Japan Vocational Guidance Association (JVGA) which celebrated its fiftieth year in 1977. The Chinese Guidance Association, the Korean Vocational Guidance Association, the Malyasian Vocational Guidance Association (MAVOGA), the all-India Vocational Guidance Association, the Philippine Vocational Guidance Association (PVGA), and others, were established to improve the quality of vocational guidance services in their respective countries. The training and upgrading of skills of guidance personnel were seen as an important step in improving the quality of such services.

The need for closer cooperation among guidance personnel in the Asian Region led to the establishment of the Asian Regional Association for Vocational and Educational Guidance (ARAVEG). In 1967, to celebrate its fortieth year, the JVGA hosted the First Asian Regional Conference on Educational and Vocational Guidance, and was instrumental in forming the ARAVEG. Guidance personnel, educators, and manpower specialists from the 13 Asian countries who participated in the conference passed a resolution to establish such an association.

In November 1970, Taipei, ROC, through the Chinese Guidance Association, sponsored an Asian regional conference with the theme, "Vocational Guidance Functions in Youth Employment." Delegates from seven Asian countries participated. After the conference, on November 12, 1970, the ARAVEG was formally established. The Republic of China was elected to be the first presidential country, and Japan and Thailand were elected to be vice-presidential countries. The first member countries included the Republic of China, Japan, Thailand, Hongkong, Malaysia, Singapore, and Vietnam.

The ARAVEG Materials Center was established in Taipei, ROC, while the ARAVEG Training Center was set up in Tokyo. The first ARAVEG workshop was held in Tokyo in 1971, the theme being, "Effective Use of Psychological Tests in Educational and Vocational Guidance."

In 1974, the ARAVEG and the Japan Vocational Guidance Association hosted an Asian Seminar on the theme, "The Roles and Cooperation of the Employment Security Offices and Secondary Schools in Educational and Vocational Guidance." The Second General Assembly, held immediately after the seminar, elected Japan as presidential country and the Philippines and Thailand as vice-presidential countries. Four additional member countries were added: Korea, Afghanistan, Iran, and Sri Lanka. India had been admitted earlier.

The 1977 ARAVEG Conference-Workshop

The Philippines, through the De La Salle University, the local Asia Foundation field office, and the Philippine Vocational Guidance Association, played host to a specialist group of 60 Asians from seven countries on October 3-7, 1977. The Conference-Workshop provided opportunities for guidance and manpower specialists from governmental and nongovernmental agencies and educational institutions to share their expertise on current career guidance approaches, methods, and strategies for manpower development and utilization.

Dr. Garry R. Walz, Professor at The University of Michigan, USA, and US program advisor, shared with Asian participants the major and current philosophy and practices in career guidance in the United States. He introduced and explained the Life Career Development System (LCDS) and described materials, resources, and services of the Educational Resources Information Center, Counseling and Personnel Services Clearinghouse (ERIC/CAPS) at The University of Michigan.

The keynote address of the Hon. Blas F. Ople, Minister of Labor of the Republic of the Philippines, and the address of Dr. Abraham Felipe, President of the leading educational foundation in the Philippines, provided participants with background information which enriched their group discussions during the workshops.

The participants, through their country reports, shared experiences and current practices in the areas of testing, counseling, information resources and utilization, research, placement, and training, as well as

10

material resources. Mutual exchange of knowledge and experiences occurred between the participants and specialists from the government and nongovernment sectors, and among the different Asian countries, serving to promote mutual understanding among the resource persons and participants. Through resolutions drafted during the workshops, participants proposed ways and means of improving vocational, educational, and employment guidance in their respective countries and work settings. Evaluations of the Conference-Workshop revealed the participants' positive and favorable reactions to the major addresses, the country reports, the group discussions, and the workshops, and, in general, to the overall management and coordination of the Conference-Workshop and the Third General Assembly, which elected the Philippines as presidential country and Malaysia and Thailand as vice presidential countries.

The 1977 ARAVEG Conference-Workshop was truly a significant experience for the participants--a gathering of Asians on a theme of major concern, manpower development and utilization.

THE ROLE OF PRIVATE EDUCATIONAL INSTITUTIONS IN MANPOWER DEVELOPMENT

by

Abraham I. Felipe, Ph.D.
President, Fund for Assistance to Private Education

Introduction

Education has long been recognized as the process for sustaining civilization through the transmission of informed tradition and the maintenance of a social and cultural consciousness. Today, however, societal changes have almost demanded another activity from education--that not only of sustaining and conserving cultural traditions but also criticizing and revising their development. It is within this context that the role of private educational institutions in the Philippines can be meaningfully discussed.

In the process of cultural revisions and development, educational institutions, whether public or private, have been looked at as potent forces for inducing and implementing changes. Rightfully so or not, educational institutions are seen as the vehicle by which societal goals are attained. The dilemma that educational institutions face in this particular role stems from the fact that these societal goals may often conflict with individual, personal goals; the ways and means by which goals may be attained are not always clearly defined; the bases from which these goals emanate are obscure or weak and therefore misunderstood or misinterpreted. Despite these problems, educational institutions in our society--perhaps in any society for that matter--still constitute the biggest single force by which cultural revisions and development take place.

In the Philippines, education is regarded as the means by which national development can be accelerated, generally through the educational enrichment of the masses, particularly through redirection of education to meet national manpower needs. The promulgation of educational decrees to hasten the transformation process in the New Society, and the institution of certain checks on education, such as the National College Entrance

Examination, attest to the effort to curb excesses and to create a balance in manpower stock.

How do private educational institutions come into the picture of Philippine national development? Statistics show that approximately 90% of higher education is in the hands of private educational institutions; 47% of secondary education and 10% of elementary education rests with such institutions. Private educational institutions, indeed, educate a large portion of the Filipino manpower stock. It follows, therefore, that if changes or redirection occur, private educational institutions can substantially contribute to this change or redirection.

Mechanisms for Change

While several strategies may be specifically developed by private educational institutions to meet the challenge for change or redirection, three specific areas can be identified: solid vocational guidance programs, curricular offerings to meet industrial needs and regional and national manpower development priorities, and adequate placement procedures. These three groupings overlap in some aspects of their philosophical bases and implementation mechanisms; however, each may be treated separately to point out evolving specific processes that more efficiently attain the objectives of the creative activity of education.

Vocational Guidance Programs

Vocational guidance programs, as already seen in some of our schools, have tremendous opportunities for increasing student awareness of their individual potential and initiating school activities that can enhance these emergent potentials. Guidance counselors, through individual and group counseling techniques, have been able to focus on students' needs. So strong has been the recognition of the role of guidance counselors that within the last five years or so most, if not all, schools in the country have included at least one guidance counselor on their staff. Some schools carry a ratio of three or four guidance counselors, providing at least one counselor for every 300 to 500 students.

Vocational guidance programs have been able to reach a sizable number of students and have helped to increase awareness of their individual potentials as well as their weaknesses or deficiencies. Administrators have likewise benefited from guidance programs that provide them with a systematic base for instituting corrections of weaknesses or deficiencies.

In addition to the above activities, orientation or re-orientation for career opportunities may give students the chance to explore the world of work more objectively and systematically. Biases and long-standing prejudices against certain types of occupational endeavors may be modified or eradicated in the face of enlightenment and renewed commitment to the emergent needs of a developing Filipino society. National priorities can be better understood as a new perspective is presented alongside individual needs and concerns. The stigma that has in the past been associated with vocational and technical training programs may diminish at an accelerated rate as students begin to realize the dignity and worth of all occupational endeavor. These attitudinal changes can be attained by the efficient management of vocational guidance programs that should start during the earliest years of formal education and continue into adolescent and adult training. Vocational guidance programs should be seen as a continuing, ongoing process and not as a last minute remedial or crisis-oriented measure; vocational guidance programs should be as efficiently and deliberately planned as the other training activities in the curriculum normally associated with formal education. Only through the acceptance of this philosophy can we guarantee that private educational institutions will contribute to the mandate for redirecting, revising or creating cultural traditions.

Curricular Offerings and Training Programs

A second area where private educational institutions play an important role in manpower development is in the structuring of their curricular offerings or training agenda. Because of their flexibility, private educational institutions are in a better position to meet changing needs arising from new market needs. They can provide programs which will develop needed skills, and adapt these programs to market innovations. Many short-term training programs are geared toward meeting immediate market needs. On the other hand, long-term training programs, or degree

14

programs, may be structured to have more relevance to the world outside the school. Because curricular offerings can be realigned with industrial sector needs, schools can become an effective conduit to work satisfaction, contributing to the adjustment and well-being of members of society. The trend toward skills development and cognitive development should be accompanied by development of humanized training programs.

Since manpower is a basic resource of society, especially in the Philippines with a rapidly expanding population now numbering 48 million, it is expected that effective training programs (those that develop the total person) can tap the vast reservoir of manpower potential. This is perhaps where conflicts and problems arise. Critical observations point to the fact that curricular change is not keeping pace with the complex needs of the occupational world. There seems to be a gap between manpower development and manpower utilization; there exists a tendency toward heavy training in a few professions whose graduates the market is unable to absorb.

Perhaps because of longstanding expectations that educational institutions exist to conserve tradition and culture, schools are hesitant to make abrupt changes in their training agenda. Perhaps other economic or psychological factors prevent schools from undertaking novel approaches that can hasten change. In the Philippines there are fewer schools that offer first-rate technical-vocational training programs as compared to those that offer professional courses in commerce, education or liberal arts. There seems to be a propensity for private educational institutions to engage in already-saturated traditional four-year programs, e.g., commerce, law, education, and nursing. There are few excellent low- and middle-level skills training programs.

This current situation is not totally unalterable. Nor does it negate the fact that private educational institutions can do much in providing different levels of training, adapting training strategies to make them more relevant, and developing ladder-type training programs to strengthen lower and middle level manpower skills. The reasons for the curricular lag and the imbalance of various skills should be explored fully if we are to expect schools to contribute to restructuring. There must be some measures undertaken to motivate private educational institutions to unleash their capacities for ordering change.

Adequate Placement Programs

Concomitant to the mechanisms for vocational guidance programs and training agenda is the development of adequate placement programs. This specialized network system should serve as a two-way conduit for effecting an efficient inflow of trained personnel into the occupations and the dissemination of information regarding occupational needs for the training agenda. Well-managed placement programs should almost ensure graduates systematic knowledge of job opportunities, if not actual job placement. Unemployment and underemployment should be reduced as applicants to training programs have a better picture of market needs. Highly saturated occupations may no longer be as enticing to students when they know that other fields can give equal if not better chances of employment and better economic remuneration. Regional market demands, job opportunities and apprenticeship requirements may be the types of information needed by students in making decisions which will eventually lead to a balance of manpower stock. The laws of supply and demand may be used as a gauge of marketability of skills, and, in turn, may accelerate the development of better or new training programs. An adequate placement program requires a closer coordination between private educational institutions as the means for developing skills and business and industry as the end users of skills.

Assists to Private Educational Institutions

Obtaining an education is an expensive process. Costs vary, depending much on the quality of education. While tertiary education in the Philippines is largely in the hands of the private educational sector, this apparently has not deterred a good number of students from getting an education. It is to the credit of the system of higher education that this level of education has been accessible to a large proportion of families, despite the scarcity of scholarships and financial assistance. A UNESCO report on a comparative study of fourteen countries showed that, in 1965, the enrollment of college-bound youth in the Philippines, in proportion to its population, was second only to the United States and even higher than that of Japan and Israel. Considering that the Philippines belong to the Third World countries, and considering the low per capita income in comparison to highly industrialized, affluent nations like the United States and Japan, this phenomenon is rather spectacular. This situation is made possible in a system where the annual cost of college is roughly equivalent to P500 (or $72).

In recognition of the societal role that private educational institutions play, government has assisted private endeavors by creating the Fund for Assistance to Private Education (FAPE). FAPE has assisted many private schools in strengthening their faculty and physical facilities through support of various training programs, staff development projects, and grants-in-aid projects.

A particular area in which FAPE has recently committed itself is in the area of student recruitment, assessment and guidance. In response to the expressed needs of the private educational sector, FAPE has launched the Centralized Testing Program and is committing its research endeavors to the development of measurement instruments necessary for improving the quality of education. Thus far, FAPE has developed four tests to assist schools in generating differential information about students for admissions, placement and guidance, including diagnosis of weaknesses or deficiencies. All these tests were locally developed and normed for the Filipino student body.

Another source of assistance to private education is a FAPE proposal for financing private education. The plan involves creating a capital pool, seeded by government but composed largely of funds raised from the general public, including business and industry, through a variety of voluntary and forced saving schemes. Financing of education will thus be shared by many sectors and this capital pool will be used to ensure every Filipino family, particularly the poor, educational opportunity, induce self-reliant qualities and increase productivity. Certain mechanisms will have to be created, among them the establishment of an Education Development Bank and a BOI mechanism for education.

The Education Development Bank will service the following publics:

1. Students and individuals, through loans under a massive Study Now

17

Pay Later Program, to be funded from the capital pool. The potential size of the capital pool will enable us, in time, to support literally every Filipino who seeks some educational opportunity in accordance with our aspiration to democratize education.

2. Schools and other educational institutions, through loans or equity participation for capital improvements or investments in auxiliary business enterprises. Schools, both public and private, will be assisted in setting up auxiliary enterprises to enable them to raise revenues for school operations from sources other than tuition fees and to prime them to participate in productive ventures, e.g., food production.

The BOI type of mechanism will ensure that loans and grants for institutional development go to priority areas. It will have measured capacities of "priority occupations and skills" covering three- and five-year periods for each sector.

The FAPE proposal offers exciting possibilities for rejuvenating and activating private educational institutions. Hopefully, FAPE will successfully perform its function in assisting private educational institutions in the challenging task of redirection and change.

VOCATIONAL GUIDANCE IN THE BUREAU OF EMPLOYMENT SERVICES

by

Mr. Perfecto Gabut
Bureau of Employment Services

The Bureau of Employment Services

The Bureau of Employment Services is one of the bureaus in the Department of Labor. It is a line bureau whose major objectives are to:

1. Help maximize human resource utilization through effective and systematic matching of jobs and skills.
2. Help safeguard the interest of Filipino workers through close supervision of the recruitment activities of private agencies and the entry of aliens into the labor force.
3. Provide accurate and timely information on the labor market situation for use in planning and decision making.

To meet these objectives, the Bureau has set up a network of 36 public employment offices in major labor market areas of the country. The employment offices provide the framework by which workers can find challenging and rewarding employment and employers can obtain qualified workers to meet their manpower needs. Individual choice is the central theme of the employment service.

Under the New Labor Code of the Philippines, the measures to promote employment are explicit. These measures are needed immediately. An effective employment service will help maximize employment through vocational guidance and employment counseling--functions which are vital for achieving and maintaining full productive employment, occupying workers to the fullest measures of their skills, and providing industry with qualified workers. The social overtones of the manpower problem are obvious since participation in national development and the status that comes with rising skills and steady work contribute significantly to individual dignity and independence.

Vocational Guidance

In preindustrial communities, the number of occupations was relatively small and the young person had fairly clear ideas about the sort of work to engage in, including pay, social status, working conditions, and prospects. It was easy to shift him to other jobs if necessary.

With the growth of industrialization, the number of occupations multiplied rapidly. There is now difficulty in classifying or even simply in listing them. Specialization has occurred so rapidly that even the educational system cannot keep pace. Moreover, social and geographical mobility has increased--hence, the need for more guidance.

Vocational guidance is the assistance given to an individual in solving problems related to occupational choice and progress, with due attention given to occupational opportunities. It is based on the free and voluntary choice of the individual and is a continuous process throughout an individual's lifetime.

In 1977, the Bureau of Employment Services and the Division of City Schools of Manila entered into an agreement covering three areas of cooperation: vocational guidance, job placement, and student-trainee training programs. A pregraduation survey was conducted of 17,000 high schools in Manila. Students who chose to pursue higher education were referred for further counseling interviews with school guidance counselors. Those who sought assistance for job placement and temporary jobs, as well as for on-the-job training in industries, were handled by the public employment offices in Metro-Manila. These are the Manila, Makati, and Caloocan Employment Offices which are under the direct supervision and control of the Bureau of Employment Services.

Vocational guidance services are carried out jointly by the Bureau and cooperating schools. These services involve such activities as the dissemination of occupational information, testing of interests, evaluation of abilities, and organization of visits to places of training or employment. All these are provided to students to help them make rational career choices and carry out appropriate behavior leading to success in the world of work. In this process, individuals are assisted, through their own efforts, to discover and develop their potential both for personal happiness and social usefulness.

20

Employment Counseling

This activity involves the development of techniques and the collection and organization of a substantial body of vocational information resources which are designed to assist individuals to arrive at a vocational choice, or to solve other problems which might affect their ability to undertake or hold employment (such as the presence of a physical handicap). For its effectiveness, this activity relies heavily upon basic interviewing techniques, occupational information and references produced through job and worker analysis, and information regarding the location and number of job opportunities resulting from an active placement program and sound labor market information. Targets of this activity are long-unemployed and/or inexperienced job seekers who register with the public employment office.

An innovative approach, devised for workers who are ready to accept immediate referral to job opportunities, is called "self-service" through job information. This marketing approach enables employment counselors to inform potential employers of applicants' skills. Through this method, applicants, particularly those experiencing difficulties in finding suitable employment, are assured that their skills, work experiences, and personal traits will be highlighted in a personal interview with the employer.

The counseling services are supportive in the sense of advice and information. Employment counselors do not impose their will on the applicants. There is sharing of information; decisions affecting applicants are made by counselor and client together.

Occupational/Employment Testing Services

The underlying purpose of occupational testing is effective placement of individuals in jobs where their qualifications (i.e., their skills, knowledge, and abilities) meet the requirements of the job.

The testing services are used primarily in vocational guidance and employment counseling, in selecting individuals for admission to vocational training courses, and in selecting individuals for employment in specific jobs.

Some of the tests administered by the public employment offices are: The General Aptitude Test Battery, Purdue Non-Language Test, SRA Verbal Form, Culture Fair Intelligence Test, Supervisory Index, Survey of Inter-Personal Values, Guilford-Zimmerman Temperament Survey, Minnesota Multiphasic Personality Inventory, Sixteen Personality Factor Questionnaire, Flannagan Industrial Tests, Oral Trade Questions, Short Test in Clerical Ability, and Shorthand and Typing Tests.

Tests are used where appropriate to obtain a better assessment of the applicant's interests, potentials, aptitudes, and skills. An applicant does not pass or fail tests. The purpose of a test is to show the applicant "where he is" so that the counselor can help him make the best possible occupational or career decision. A variety of skills tests such as typing and stenography are used to assess an applicant's current level of performance in a given skill in relation to existing and potential employment opportunities.

To provide the highest quality testing and counseling services the Bureau of Employment Services continues to train and develop counselors in the administration and interpretation of the tests listed above.

Vocational Guidance Libraries

Participating schools and public employment offices are building their own vocational guidance libraries for use by young people and others seeking information about jobs. Materials for the library include occupational guides, career monographs, brochures provided by individual firms, charts, occupational outlook pamphlets, occupational handbooks, employment situation reports, labor market indicators, and other career references. This year the Bureau of Employment Services set up labor market information units in eight major labor market areas of the country. These units have developed information on employment trends and the occupational outlook in specific labor market areas. Establishing and making labor market units operational in all public information employment offices is expected to equip vocational guidance libraries with adequate and up-to-date occupational references on both local and national levels.

Problems and Needs

Some factors are contributing to an implementation lag in the vocational guidance program. The lack of trained guidance counselors is a major problem, especially in the public employment office network. The selection and training of vocational guidance counselors should be encouraged and regulated by certain general directives.

Apathy still exists among school administrators and officials toward the vocational guidance program. Greater emphasis on vocational guidance is urgently needed from the elementary grades through higher education. Careers teaching should be part of the high school curriculum.

Professional vocational guidance organizations can do much to help plan and implement meaningful vocational guidance programs. But such organizations are fairly new and have not had a chance to develop solid, long-term programs. It is hoped that these organizations will work with the Bureau of Employment Services.

Lack of adequate, up-to-date, and reliable occupational and employment information has greatly handicapped the program. Efforts of the Bureau in operationalizing labor market information units all over the country should answer this need in part. Establishing career information centers initially in the major labor market areas of the country has been considered. We hope to do this in cooperation and coordination with business and civic organizations under the management of the public employment offices. These centers will then serve as the major outlets for all occupational and employment information.

Conclusion

The fact that there are serious deficiencies in the existing labor force (as evidenced by the numerous want ads in the daily newspapers for skilled labor) makes vocational guidance and the acceleration of formal and informal training programs all the more necessary. This is particularly true in a rapidly changing environment. This task has been greatly magnified by the fact that many young people entering the labor force have neither the appropriate vocational guidance nor the technical training necessary to meet advancing industrial requirements.

Awareness is growing of the need for strengthened employment services capable of functioning effectively in a broad range of career areas, to sustain economic well-being and promote employment growth and stability. Intensive emphasis should be given to how government employment services, including vocational guidance, can contribute best to the goal of optimum preparation, development, allocation, and utilization of the nation's human resources.

MANPOWER DEVELOPMENT PLANNING IN THE REPUBLIC OF CHINA

by

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Foreword

Manpower development is a newly emerging part of public administration encompassing the cultivation and training of the young and the effective utilization of manpower. Manpower is the main resource in economic development; it is the primary force in the exploitation of natural resources. The proper matching of manpower quality to quantity is the key to speeding up economic development. The purpose of social development is to seek an environment conducive to work and living. Therefore, modern nations put great emphasis on education for cultivating the various kinds of manpower to develop the economy and to promote social prosperity. The cultivation of manpower, however, is a lengthy process which cannot always meet practical needs, hence there is an imbalance between manpower supply and demand. The various kinds of manpower needed in coming years should be carefully projected and manpower planning should be based on those projections in order to balance supply and demand and to avoid the waste of manpower. Therefore, the formulation of manpower development plans has become an important part of public administration. Another important purpose of manpower development planning is to enable individuals to select the proper path of development depending on their intelligence, aptitude and interest so that their potentials can be fully realized while they make the greatest contributions to the society. Manpower planning has great impact on economic development, social progress, and individual development, and it is prerequisite to the effective development of human resources and full manpower utilization.

Taiwan is an island with limited natural resources, but with bountiful human resources. In order to effectively develop and fully utilize human resources the government has emphasized manpower development in recent years. A manpower development unit was set up as part of the central economic planning agency as early as 1964. I would like to report briefly on the practices of manpower planning, the policies and measures taken, and the important achievements concerning manpower development in this country in the past years.

The Beginning and the Evolution of Manpower Development Planning in the Republic of China

In 1953, Taiwan began to implement the Four-Year Economic Development Plan. By the early 1960's, the Third Four-Year Economic Development Plan was nearly completed. During that time the policies of economic construction included developing labor-intensive industries, expanding foreign trade, and continuing development of agriculture. The conditions noted in the manpower development situation were: the surplus of unskilled workers, the great shortage of skilled manpower, the high unemployment rate, and the increase in the dependent population caused by a high birth rate. The feeding of so large a dependent population offset much of the gain from economic development. Although the R.O.C. had six-year compulsory education, and the enrollment rate of children aged six to eleven had reached 96.8% in 1964, the percentage of primary school graduates was 55%. Since required education was only for six years, the quality of manpower in general was rather low, yet because of limited capacity of lower secondary education, bitter competition existed in the entrance examination for junior high schools. At the upper secondary level, most youngsters preferred entrance into senior high school, leaving the number of students in vocational schools low. During that time the ratio of students enrolled in these two kinds of education was six to four. Additionally, senior high graduates planned to enter colleges and universities, again causing bitter competition in the collegiate entrance examinations. In order to solve problems in manpower development, a unit for planning manpower development was needed. The government accepted suggestions from the experts as well as interested publics, and set up, in 1964, a manpower unit at the Council for International Economic Cooperation and Development. A manpower Development Committee was established a short time later. The former was responsible for clerical work for manpower planning, the latter for the approval of manpower policies and measures. Since its establishment, the manpower unit has reviewed and analyzed manpower situations, and has begun to study serious problems concerning manpower development.

The evolution of manpower planning may be divided into three phases:

1964-1966 - The main work in this phase was to introduce manpower development ideas, to shape manpower policies, to let the public know the importance of manpower planning and the various manpower development conceptions, and to persuade people to accept and support the policies and measures which were to be implemented. Since manpower development requires complicated and diverse public relations administration, the cooperation of other agencies was vital. Therefore, coordination was an important aspect in manpower planning. In addition to collecting and analyzing material concerning manpower development from other countries and issuing manpower publications, the unit studied various problems of manpower development in this country and established basic data which were used in formulating manpower development plans. The First Manpower Development Plan was promulgated in 1966.

1967-1973 - The main work in this phase was coordinating the agencies to implement the policies and measures prescribed in the manpower plan, collecting and analyzing material concerning manpower plans according to the present conditions, and projecting future development. During this period the manpower plan was reviewed three times. The first revision, entitled the Second Manpower Development Plan, was completed in 1968. This plan was included as a chapter in the Fifth Four-Year Economic Development Plan. Henceforth, manpower planning was formally included in the system of economic planning. The second revision was completed in 1970 and was known as the Third Manpower Development Plan. The Fourth Manpower Development Plan was formulated in 1972. Because of the reorganization of CIECD into the Economic Planning Council in 1973, the Manpower Development Unit was dismantled and some manpower specialists assigned to the Overall Planning Department of the EPC. The fourth manpower plan was not promulgated.

1973-1977 - This phase may be divided into two stages. Before 1975, manpower planning was limited to the study of special problems, the

27

establishment of basic data, and the planning and coordinating of important manpower aspects concerning education, training and manpower utilization. During this period, in order to deal with the shortage of skilled workers in big construction projects, a coordinating committee for skilled manpower was set up at the Ministry of Interior, which was responsible for planning the training and utilization of skilled manpower. In 1976, the Executive Yuan accepted the suggestion of the National Education Conference to strengthen the responsibility of the EPC for manpower planning. In addition to the formulation of the manpower development plan of the Six-Year Economic Plan, a Special Manpower Development Plan covering six years from 1976 to 1981 has been formulated and is being implemented by the agencies concerned.

The Procedures of Formulating Manpower Development Plans

As the administration of manpower development is widely inclusive, the deputy ministers of the related ministries, the commissioners of the provincial government and municipal government, and scholars and experts were invited to the Manpower Development Committee to formulate the First Manpower Development Plan. According to the overall concept of manpower planning, the Manpower Unit was divided into eight working groups: manpower statistics, manpower recruiting, training, manpower security and stability, manpower allocation, utilization, guidance and education. Scholars and experts were invited to the eight groups to study problems concerning manpower development. Several conferences were held to discuss the results of these studies and final reports were worked out. A general report was written by the manpower unit on the basis of the reports presented by the groups. Finally, a draft of the manpower development plan was formulated by the manpower unit according to the general report and forecasted needs. The draft was presented to the Manpower Committee for discussion, and it was decided that a seminar for discussing the draft should be held in hopes that the public would understand and support the plan. A five-day Manpower Development Seminar was held in August, 1965. Representatives invited to the seminar included the section chiefs of the related agencies of both central and local governments, representatives from public and private enterprise, labor organizations, trade unions, training institutions, and schools of secondary and higher education. The draft of the manpower plan was revised according to the opinions and suggestions which resulted from the seminar. The revised draft was submitted to the Executive Yuan for approval. The Executive Yuan promulgated the draft as a formal plan and directed the agencies related to implement it. The CIECD was authorized to review the plan once a year.

At the promulgation of the first plan, bi-annual revision was anticipated. The revision of each plan was based on the results of annual review by the related agencies, the conclusions from the studies on important problems by the manpower unit, the objectives set forth in the previous plan, and future needs. A new plan was drafted by the manpower unit and presented to the National Manpower Development Seminar for discussion. (The ensuing procedures were mentioned above.)

The Special Manpower Development Plan was formulated to meet the manpower needs of the Six-Year Economic Development Plan. The formulation of this plan was different from those mentioned above. Except for projection of population and labor force and the in-put and out-put of education made by the EPC professionals, all the sectional plans were formulated to flow from the local to the central agency level. After the plans made by the related agencies were sent to the EPC, they were reviewed by manpower experts according to overall needs and the manpower policies and measures set forth in the Six-Year Economic Development Plan. Priorities were established and decisions made regarding the feasibility of various plans, and how to financially implement them. Finally, advocates of these plans were invited to discuss the policies and measures related to their agencies. For example, the deputy minister and the directors of the departments of the Ministry of Education were invited to discuss matters concerning educational development. The discussions resulted in the revision of the general plan. The final plan was presented to the EPC Commission for approval and then submitted to the Executive Yuan for promulgation.

The Long-Term Objectives Set Forth in the Manpower Plans

Although the contents of the four manpower plans were different, the formats were similar. Each was divided into three parts: long-term objectives, mid-term plan--the manpower policies; and the short-term plan--the manpower development programs. The long-term objectives set forth in the First Manpower Development Plan are as follows:

1. to relieve population pressure and improve age structure,
2. to improve manpower quality and exploit manpower potential,
3. to increase rate of employment and accelerate economic development,
4. to introduce an employment security system and achieve full employment,
5. to introduce the concept of occupational balance in order to improve the manpower structure,
6. to encourage technical innovation and productivity,
7. to establish labor standards and provide an incentive to workers.

The mid-term manpower policies and the short-term manpower development programs were derived from these objectives. The first Manpower Development Plan as well as the remaining plans were formulated in this manner.

The Coordination and Implementation of the Manpower Plans

The effective implementation of the manpower plans relied greatly on the coordination and cooperation among the related agencies. The Manpower Development Unit shouldered the responsibility for coordinating the implementing of manpower plans in the following manner:

1. Routine coordination. The manpower unit keeps close contact with agencies such as the Ministry of Education, the Ministry of Interior, the related departments of the provincial and municipal governments, the training institutions, etc. Unit experts often consult with the related agencies concerning manpower problems and visit these agencies to help them solve any difficulties they may have in implementing the manpower plan.

2. Coordination by meetings. The manpower unit often invites representatives from various agencies to discuss manpower policies and measures which require the coordination and cooperation of several agencies, and to decide jointly the means of implementing the plan. The related agencies also often invite manpower experts to meetings concerning plan implementation. Through such participation mutual understanding among the agencies can be enhanced, and approaches toward work unified.

3. Coordination by seminars. National or regional manpower seminars

30

were held before the establishment of new policies and measures. Representatives from government agencies, schools, and private organizations related to manpower development attended the seminar. By means of the seminar, not only are various ideas and opinions interchanged, but unified approaches and conclusions to important problems obtained. Some of the seminars held are: The "National Manpower Development Seminars," "Seminar on Vocational Education and the Cooperation Between Education and Industry," "Seminar on the Entrepreneurial Management and Labor Relations," and the Regional Seminar on Employment Vocational Training and the Cooperation Between Education and Industry."

To implement the manpower plan, the related agencies must work out detailed means according to the policies set forth in the plan. Because the manpower plan is based on overall points of view, some of the policies and measures may be impractical, although the related agencies participated in the formulation of the plan. Therefore, the agencies cannot always implement the plan in its entirety because of different conditions or lack of money. Nevertheless, since the implementation of manpower use plans, a number of social programs, including population and family planning, educational development, training, and employment service, etc., are based on the policies of the manpower plans. In order to attain full implementation of the manpower plans, the Manpower Unit has to review them each year to ascertain their merits and weaknesses.

Important Measures Taken and Major Achievements Obtained in the Implementation of Manpower Plans

Twelve years have passed since the implementation of the first manpower plan in 1964. The first plan aimed at the establishment of foundations for manpower development, changing public attitudes toward population, education, and selection of employment, and the formation of manpower policies. In the period of the second manpower plan, employment service systems had been set up, the techniques and tools of vocational guidance had been developed, and the in-plant manpower plan had been initiated in the public enterprise. The policies for changing the educational structure had been undertaken, thus the manpower requirements of economic and social developments could gradually be met by the educational output. During the time of the third manpower plan, emphasis was on the cultivation of technical manpower, improvement of vocational education, strengthening of vocational training, and improvement of labor statistics to make the data used in planning more complete and precise. Since 1973, one additional work was conducted on the expansion of vocational training, the improvement of education, the study of specific problems concerning manpower development, and the formulation of a special manpower plan to meet the new needs in implementing the Six-Year Economic Development Plan. The important measures taken and major achievements obtained in the past twelve years are, briefly:

1. Promotion of family planning to lower the natural birth rate.

To reduce the growth of the population, the government has promulgated "Population Policies of the Republic of China," "Readjusting Programs of Population in Taiwan," and "Regulation Governing the Implementation of Family Planning in Taiwan" (RGIFPT). Family planning has been taking place since 1949, but the national emphasis was begun in 1968 when the government promulgated the RGIFPT. In 1972, the "Five-Year Plan for Strengthening Family Planning" was enforced. As family planning has been carried out successfully, the birth rate in Taiwan decreased from 2.88% in 1964 to 1.83% in 1975. Because of the superstition of the people "to have dragon-sons in the Dragon-year" (1976), the natural birth rate increased to 2.12% in that year. This is a special phenomenon, and in one or two years the birth rate should return to normal. The age structure of the population has undergone great change in recent years. The percentage of the dependent population under fifteen decreased from 45.5% in 1964 to 34.7% in 1976, and the percentage of the population fifteen to sixty-four increased from 51.9% to 61.7% in the same period. The reduction of dependent population and the increase of potential workers are favorable to economic development.

2. Readjustment of manpower utilization to improve the structure of the employed population.

To promote the modernization of the economy, specialization of employment should be encouraged in order to improve manpower structure. The structure of civilian employment by industry in 1964 was 49% for primary industry, 21.8% for secondary industry, and 29.1% for tertiary industry. Because of the fast development in industrial and business sectors, employment opportunities greatly increased. The mechanization of agriculture and the measures taken

32

to encourage the surplus workers in agriculture to seek employment in other industries, has significantly altered the structure of the employed population. In 1976, primary industry dropped to 29.1%, while secondary and tertiary industry increased respectively to 36.4% and 34.5%. The structure of the employed population is gradually approaching that of the industrial nations.

3. Implementation of nine-year free education to raise the quality of manpower.

In order to raise the quality of manpower, speed economic development, eliminate the crowding of primary schools yet secure the health of the children, and extend compulsory education as in other nations, the government extended the six-year compulsory education to nine-year free education in 1968. All primary graduates who are willing to study in junior high schools are given the opportunity to do so without entrance examinations or tuition. Since the implementation of nine-year free education, not only has crowding been eliminated in primary schools and the health of the children significantly improved, but the quality of manpower has been extensively raised. In 1976, the enrollment rate of primary school graduates increased to 91%. The implementation of the program of nine-year free education caused expansion at other levels of education: higher education increased to 6%, secondary education to 31.7%, primary education to 47.6%; the percentage of illiterates decreased to 12.1%.

4. Limitation of quantitative expansion of general education and expansion of vocational education at the secondary education level to increase the supply of skilled manpower.

At the beginning of manpower development planning, the ratio of students in senior high schools and vocational schools was six to four. The number of students in senior high increased the pressure on higher education, while the quality of general education remained static. The structure of vocational education was not appropriate to meet the manpower demand. In 1964, student composition in the six types of vocational schools consisted of 19.2% in agriculture, 19.5% in industry, 47.0% in commerce, 4.3% in marine products, 2.5% in nursing and midwifery, and 7.2% in home economics. The percentages in agriculture and commerce were high while the percentage in industry was relatively low, thus resulting in a shortage of skilled workers. To change this and to limit the quantitative expansion of general education while expanding vocational education, programs of transforming agricultural schools into industrial schools, setting up industrial classes in agricultural and commercial schools, and slowing the quantitative expansion of commercial education were undertaken. The ratio of students in senior high and vocational schools is now 3.5 to 6.5, and the composition of vocational education is 4.7% for agriculture, 45.2% for industry, 42.7% for commerce, 2.3% for marine products, 3.3% for nursing and midwifery and 1.8% for home economics. The increase of students in industrial schools has improved the supply of skilled manpower.

5. Readjustment of departments in universities and colleges to speed up the cultivation of high level professional and technical manpower.

The development of higher education in earlier years was geared toward the expansion of humanities and social departments, as in many other countries. In 1964, the ratio of students in the humanities and social departments was 60.4 to 39.6. Finding employment for graduates of the former was getting more difficult, and output from the latter could not meet the manpower demand. In order to solve the imbalance of high level manpower, the departments and their enrollments were readjusted each year according to practical needs. The increase of new entrants into higher education has been limited to within 5% since 1973, with priority given to engineering, agriculture, scientific and medical students. In 1976, the ratio of students in these two areas of education was 53.9 to 46.1. The supply of high level technical manpower has been greatly increased.

6. Establishment of a technical education system to develop technical and vocational education.

Vocational and technical education was, for the most part, considered as terminal education, with most of the graduates seeking employment. Because most students sought a general education in preference to a vocational education, enrollment in vocational schools was low. To encourage students to pursue vocational education and so increase the supply of skilled manpower, it became important to create a sound system of technical and vocational education and to enable students to have opportunities to pursue such advanced education. Therefore, a technical college named National Taiwan Institute of Technology was established in 1973 so that graduates of related vocational schools and technical junior colleges could pursue additional education. Since then, a system of technical and vocational education has been established. The graduates of vocational schools may go to technical junior colleges and the Institute of Technology for Advanced Study, and the graduates of the technical junior colleges may study for degrees in the two-year programs at the Institute of Technology. Many students now apply to the Taiwan Institute of Technology or to other vocational schools and technical junior colleges.

7. Strengthening of student guidance to help students select an appropriate future direction.

Guidance of students is of primary importance in manpower development. In order to effectively help them select an individualized direction for education and employment, special emphasis has been placed on the guidance of junior high school students since the implementation of nine-year free education. In the junior high, besides the guidance activity included in the curriculum and the regular guidance on living, learning and vocation selection, a committee for guidance activities and a student guidance office for planning, coordinating and pursuing guidance work were established. In the senior high, student evaluation and guidance have been established in 50 schools since 1974. Various mental and achievement tests are used to evaluate the students. If they are found unable to continue successfully in an academic learning track, the school will help them enter vocational schools or five-year junior colleges; or receive vocational training. If this experiment is successful, student evaluation and guidance will be extended to all senior high schools. In most vocational schools, junior colleges and universities, the employment service for graduates and the vocational guidance for students are undertaken by the employment office in each school. The strengthening of student guidance has gradually encouraged students to select an individualized program of development. Competition is thus reduced while individual potential can be more fully developed.

8. Expansion of vocational training to increase the supply of skilled workers.

Although vocational industrial education has undergone rapid expansion in recent years, because of the heavy demand for skilled workers, graduates of industrial schools still were unable to meet the demands of the employment market. To expand vocational training, the government, in addition to the establishment of public vocational training centers, promulgated the

"Vocational Training Fund Act" to collect funds for vocational training from business enterprises, and set up the National Vocational Training Fund Governing Board to take responsibility for vocational funds and for conducting vocational training. If a business enterprise could conduct its own training, its share of the vocational fund could be offset by those training expenses. In order to accentuate vocational training, the government has budgeted expenditures to conduct vocational training of crucially needed skilled workers. Furthermore, the government is formulating the Vocational Training Act, establishing the system of vocational training, and setting up a unified vocational training agency in order to effectively conduct vocational training.

9. Establishment of an employment service network to strengthen the employment service to the people.

To realize full employment and reduce the unemployed population, the government established six regional employment service centers in Taiwan and 12 employment service stations in the industrial areas. These centers and stations are responsible for registration of job applicants and job orders, and placement of both adults and junior high graduates seeking employment. Moreover, to match job applicants with job orders, to promote the exchange of job opportunities, and to enhance the quick dissemination of employment information, the government selected one of the employment service centers for an experimental local employment market information disseminating program in 1970. Since the experiment proved successful, the program has been extended to all other areas of employment service. This system of information dissemination is helpful to both job seekers and employers. In 1964, the number of job applicants was 53,845, that of job orders 34,560, and the number of persons employed through the employment service was 11,552. The percentage of the employed to job applicants was 21.5% and employed to job orders 33.4%. In 1976, there was an increase of 211,105 in job applicants, 498,470 in job orders and 134,171 in persons employed. The percentage of the employed to job applicants increased to 63.6%, and employed to job orders decreased to 26.9%. The work of the employment service centers is directed mainly to the employment of persons whose educational attainment is under the secondary level. Employment services for those who pursue higher education is undertaken by the National Youth Commission. In addition to offering employment help to graduates of universities and colleges, the Commission is also responsible for vocational training of senior high school graduates who have completed military service, and for making loans to youth who plan to start their own businesses.

Conclusion

Although manpower development in the Republic of China has been very successful, there are several serious problems which must be solved and some weak areas which must be strengthened. Vocational guidance requires the utmost priority from the manpower development agency. That the Conference workshop selected "Vocational Guidance in Manpower Development" as the topic for discussion is not only meaningful in itself but also a timely appeal to member nations to further strengthen their own vocational guidance in manpower development, a focus long neglected in many countries in this region. This workshop will no doubt provide much new knowledge in the field of vocational guidance which I, for one, will use to strengthen vocational guidance in the manpower development of my country.

CONTEMPORARY CAREER GUIDANCE IN JAPANESE SENIOR HIGH SCHOOL

by

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Preface

Due to the popularization of democratic education and the improvement of income level after World War II, our educational needs are rapidly increasing. The percentage of students who receive secondary school education is also increasing.

The data since 1950 show that about half of the junior high graduates entered senior high in 1955, a percentage that has increased every year until in 1975 it reached 90%. The national average was 92.6% in 1976 (the highest prefecture 97.5%, the lowest 81.1%). Senior high school education has almost become compulsory. In 1956, 16% of the students entered colleges or universities, in 1963, 20%; in 1965, 25%; and in 1976, 33.9%.

This rapid increase in the educational population might be termed an "educational explosion." Owing to the increase, and inevitably, educational quality has become diversified, which makes an impact upon the entire educational system. Career guidance ought to stimulate students to enhance their career development and career maturity. I am therefore going to analyze contemporary trends, various problems, and future goals of career guidance in secondary schools.

Current Practices

The definition of career guidance in Japan. The main aims of secondary education as evidenced in the school education laws of 1947 are appropriate career choice and increased student ability. The Ministry of Education defines career guidance practice in the Teachers Manual of Career Guidance (formulated in 1955, revised in 1961) as follows:

> Career Guidance means a process whereby the student designs and chooses his future career through personal material, career information, and experience. On the other hand, the teacher should continue to guide the student because of the development

of his ability to adjust and improve his way of life. The teacher should continue follow-up after the student has completed school.

The position of career guidance in the course of study. A "Curriculum Council" composed of scholars, teachers, and businessmen, was formed to improve the curriculum to comply with societal values. It is an advisory body to the Ministry of Education. Since 1974, the Ministry of Education has given the New Course of Study in secondary schools. One of the aims is the cultivation not only of the student's mind but also of the student's personal qualities and abilities. The Ministry of Education proposed that each subject be redesigned so as to shorten school hours.

Position and activity of the career guidance teacher. The career guidance teacher is a teacher-counselor who should be responsible for the career guidance of each student. There are approximately 4,800 senior high schools, both public and private. Each school has one career guidance teacher who has the responsibility for providing career guidance as well as for serving as advisor to homeroom teachers.

Career guidance in long-time-homeroom activity. There is a long-time-homeroom hour 50 minutes a week (35 hours per year) for grades 7 through 12. The long-time-homeroom is the nucleus of career guidance in the senior high. In general, the homeroom teacher takes charge of homeroom activities. But in conformity with the subjects taught, the homeroom teacher may take the advice of a career guidance teacher or another subject teacher.

10th grade:

Purpose: Student develops an understanding of his aptitude and ability, and basic thinking about his future career.

Content: Mental aptitude of student; future planning; making a learning plan; developing self-awareness; need for counseling; career choice and career planning; knowledge of careers; making a career plan.

Psychological tests: Intelligence Test, Kraeplin Test, Y-G Test, Survey.

11th grade:

Purpose: Student develops self-awareness; engages in reality-testing of career planning and attitude toward career choice.

Content: Job or college; developing self-awareness; solving problems; learning about world of work; world of education; training opportunities after graduation; reading letters from graduates; learning about careers and aptitudes.

Psychological Tests: Work Value Test, Vocational Readiness Test, Self-Analysis, Vocational Interest Test, Career Survey.

12th grade:

Purpose: Student takes intensive preparation and develops ability for self-actualization in future life.

Content: Making decisions; intensive preparation; deciding on school life after career; thinking about life style; self-actualization in future life.

Psychological Tests: GATB, Personality Test, Career Survey.

The homeroom teacher should prepare information in advance of long-time-homeroom hour so that the student may receive full attention in the homeroom activity. The teacher should complete one theme each hour. The teacher then makes an evaluation for each hour and at the end of each term puts together the results of evaluation, utilizing them to improve career guidance.

Inservice Training. It is generally said that educational public servants must engage in lifelong training in order to perform their duties effectively (Educational Public Servant's Law, Article 19). As the importance of career guidance in senior high increases, the training of senior high teachers for career guidance becomes more necessary. There are five kinds of training: nation-wide training under the auspices of the Ministry of Education; local training under the Local Board of Education and Educational Institute; private training by teachers' groups; training by teachers within a single school; and lastly, training by an individual teacher.

1. The national seminar of career guidance is held at two locations in East and West Japan. Participants (two teachers, each prefecture) recommended by the Board of Education attend a week-long seminar held by university professors and directors of Boards of Education. Participants later become leaders in each prefecture.
2. The local seminar of career guidance involves training of the participants, under the auspices of each prefectural Board of Education, for 3 to 6 days. Since 1975, subsidies have been provided by the Ministry of Education. There is also training by the teachers' group in each prefecture.
3. The training within a single school includes guest lecturers, readings, and inspection of other schools, with the aid of career guidance teachers.
4. There are also conferences by teacher groups of each prefecture, and summer workshops by the Japan Vocational Guidance Association and various publishing companies. For example, during the summer

of 1977, J.V.G.A. held seminars dealing with career development and pupil understanding and more senior high teachers participated than were expected.

Various Problems

There are three specific problems. First, there is the problem of career guidance and structure within senior high. Career guidance requires the cooperation of each teacher, but in reality some teachers think that career guidance is unnecessary, that subject-learning is more important than career guidance. Usually, each school has one guidance teacher appointed by the principal. That teacher carries 4 to 6 hours less than other teachers (high school teachers have an average of 18 hours). Although the guidance teacher has fewer hours, he is more burdened, for he teaches subjects in addition to guidance work. Therefore, guidance teachers in some schools rotate duties every year. Guidance in homeroom activity is handled by homeroom teachers. But homeroom teachers do not have any professional guidance training. Furthermore, there is little time allotted to career guidance in the homeroom.

Second, there is the problem of the high school students themselves. Generally speaking, they have little interest in their future career and are uncertain about career planning. The Ministry of Education has investigated the "life needs and accessibility of high school students." The results indicate that 61.3% want to enter college, while 33.1% want to take jobs. The standards regulating their choice of colleges were four: aptitude, high school achievement, tuition fees, and job after graduation. They identified five points which interfere with their entering colleges: high school achievement, self-understanding, financial problems, educational information, and their parents' opinions. When asked whether they had a clear decision about their future career, 50% were undecided, 14.7% were decided, and 35.3% were uncertain. Those who had decided were predominately female, pursued more vocational courses than academic ones, were largely from rural localities, and preferred jobs rather than college. One out of every two was uncertain about plans after graduation, concentrating only on entering college.

Finally, we have problems with family and society. Many parents are interested in their childrens' academic achievement, but not in "a good way of life" and self-actualization for their children. Because of this, Japan has extra schools in addition to the regular ones, from primary through secondary. This is largely due to traditional "degreeocracy," as demands for higher education steadily increase.

Future Trends

1. Today, interest in career guidance is increasing. Career education in America has had an impact on career guidance in Japan's senior high schools. Parents and teachers have recognized the necessity for career guidance.

2. Career guidance theory and practice have become integrated. For example, a senior high may implement a career guidance practice in order to promote career development.

3. The National Organization of Career Guidance is being formed, the Organization of Senior High Schools was formed last year, and that of Junior High Schools is to be formed this autumn.

4. The unified entrance examination of governmental colleges is to be held in 1979, on the model of ACT and SAT. It is expected that this new examination system will put an end to the severe competition of entrance examinations.

5. Both the Ministry of Education and the Ministry of Labour are making an effort to develop career guidance.

6. New research on career guidance is being promoted energetically. The sequential follow-up study of junior high graduates was undertaken by the National Institute of Education, and the career pattern study and the development of vocational maturity tests are being handled by the Vocational Institute.

Conclusion

When Dr. Super visited Japan in 1961, he said: "The theory about vocational guidance in Japan is the same as in America, but guidance techniques are ten years behind that of America. And guidance systems in schools are twenty years behind."

During the last several years I visited America and Europe to research career guidance. My opinion is that the theory of career guidance in Japan is the same as the most advanced theory in other settings, but the techniques of delivering career guidance are five years behind those of the most idealized country, and guidance systems in the schools are ten years behind.

Since 1970, the educational and vocational problems of young people have come to be questions of national priority in every country. Last year I attended the IAEVG Conference in Italy, and this summer I attended the

IAEVG Seminar in West Germany. I firmly believe that the development of education and the future prosperity of a country cannot be achieved without consideration for career guidance.

Perhaps each Asian country is making career guidance efforts suitable for its special condition. Through this conference let us study the practice and efforts of each country and endeavor to develop career guidance that will lead to the happiness of young people and the development of Asian society.

VOCATIONAL TRAINING SCHEME: A PROJECT TO IMPLEMENT VOCATIONAL GUIDANCE AT THE UNIVERSITY OF HONG KONG

by

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Introduction

Vocational guidance, as defined by Dr. Donald E. Super (1957) is:

> . . . a process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world, to test this concept against reality and convert it into reality with satisfaction to himself.

The Appointments Service of Hong Kong University provides career counseling and placement services to its undergraduates and graduating students. The Service's four main objectives are that students will develop self-understanding, gain knowledge of the world of work, have work experience that will help in decision making, and find jobs upon graduation. Apart from individual counseling, the Service organizes various programs such as career exhibitions, seminars, workshops and prerecruitment talks to disseminate career information and promote employment opportunities.

While the importance of these career development activities is fully recognized, it is obvious that vocational guidance can hardly be regarded as complete without providing individuals an opportunity to "test [their] self-concepts against reality." With this aim in mind, in 1972 the Appointments Service of Hong Kong University organized a Vocational Training Scheme to complement other career development programs. The essence of the scheme is to arrange for students to receive a period of on-the-job training to gain working experience during summer vacation.

Aims and Rationale of the Scheme

The aims of the scheme are fourfold. First, it attempts to enable students to gain some working experience and thereby develop a better

44

understanding of the world of work. Transition from study to work often comes as a shock to someone who has no prior work experience. Failure to adapt to a new environment often gives rise to frustrations which may cause dissatisfaction among employees and lower their efficiency. A period of employment in the real work environment enables trainees to get the "feel" of the place of work, and helps them discover they may have to make certain physical and mental adjustments. They may find that working in an organization is quite different from studying. Individuals are no longer working on their own, but as part of a team. Trainees experience and come to appreciate the importance of responsibility and cooperation. They may also have to pay attention to things which have never been of serious concern. For instance, they may have to assume more conventional physical appearance and conform to a set of working rules. They may find themselves working with a group of people whom they consider poorly educated or rough in manners. However, the trainee must learn to accept them and to win their acceptance. All this can only be learned from an involvement in the working life of an organization. A period of training before graduation gives students a chance to experience what working life is like and thus facilitates their future adaptation.

Secondly, the experience helps develop the trainee's self-understanding. In the course of work, trainees may have to reassess their own potentials, capabilities and limitations. They have a chance to test their self-concepts against reality, and explore their vocational interests actively so as to set a realistic career goal.

Thirdly, it is hoped that the trainees will be able to relate their summer work experience to the curriculum at the University, and apply their knowledge in discerning and tackling problems. It is not unusual to hear comments from employers that there is a gap between the academic and the working worlds. Normally a new graduate has to undergo six to twelve months' training before being entrusted with specific responsibilities. This may pose some problems to an employer who has neither the staff nor the time to organize a training program for new recruits. These employers prefer to engage experienced or trained personnel. Graduates who have good common sense and some practical knowledge of the job they are applying for are often preferred. Generally speaking, few employers will use paper qualifications alone as the criterion for selection. In choosing an employee, the employer will, more often than not, take into account factors such as how much the candidate knows about the job, and whether he or she can easily adapt to the new environment and cooperate with others. It is expected that a period of training with an employer will enable the trainee to realize and appreciate what qualities an employer usually looks for. Hence, the experience and knowledge that trainees gain in the Vocational Training Scheme will enhance their employment opportunities upon graduation.

Fourthly, the Vocational Training Scheme provides employers with an opportunity to discover and assess the potentials and capabilities of the trainees. Understanding may develop between employers and students and this interaction promotes a better relationship between them.

Administrative Procedures

Students who are interested in the scheme are invited to register with the Appointments Service. They must fill out a form providing name, sex, address, faculty, year, subjects of study, working experience, and the type of job preferred. Every applicant is interviewed by a counselor to clarify his or her aims and career objectives. The purposes and working procedure of the scheme are also explained during the interview. In the meantime, letters are sent to employers' associations, government departments and enterprises in the commercial, industrial, and service sectors to appeal for their support. Whenever a vacancy is found, the counselor tries to match the employer's requirements with the basic data and interests of the applicant.

In arranging interviews for students, the Appointments Service adheres to certain principles. Students who are halfway through their university courses and those who have definite ideas of the type of training they want are given preference. If the number of suitable applicants exceeds the number requested, the criterion of "first come first served" is observed. Normally an employer interviews several candidates.

In the placement of students for summer training, the Appointments Service maintains close liaison with teaching departments. The recommendations of academic staff are sought whenever necessary. Before students are sent for interviews, they are briefed on such things as the nature of the job, the allowance paid, and their obligations as summer trainees, so that they will have a proper and realistic understanding of the training positions. The average training period is two to three months, and the allowance averages HK$600 to $800 per month.

Participating Organizations and Training Positions

Organizations which participate in the Vocational Training Scheme include government departments, audit firms, broadcasting companies, trading firms, public utility companies, banks, engineering firms, architecture firms, shipping companies, market research companies, and hotels. The types of jobs offered are many and varied. They normally fall into the following categories: accounting clerks, audit trainees, bank trainees, library clerks, survey interviewers, research assistants, social welfare case workers, community workers, summer school tutors, engineering assistants, architecture assistants, sales promotion staff and project assistants.

Sometimes, trainees take up very interesting and challenging jobs. For instance, in last year's Vocational Training Scheme, a number of female undergraduates worked for the 1976 Miss Universe Pageant as chaperones and assistant chaperones. Their duties included providing care for beauty contestants, accompanying them in various official and social functions, informing them about Hong Kong and assisting in general administration and liaison work. All these duties provided extensive and useful training to the students.

Administrative Difficulties

Because of factors such as time, money and manpower, few organizations can afford to run a specially organized training program. In most cases, trainees are assigned to work in the organization and are expected to pick up knowledge and experience through practical work. Some of the trainees find the work dull; most would prefer jobs which demand greater responsibilities and offer more opportunities for them to meet people, to work independently and to exercise their initiative. The main difficulties are the problem of securing more training opportunities for students, and that of training students in the qualities required by the positions. An effective balance must be maintained for the scheme to be successfully operated.

Response and General Evaluation

The Vocational Training Scheme has been well received by both employers and students. This can be illustrated by a comparison of the figures for the last few years.

Response	No. of Students Registered	No. of Organizations Participating in the Scheme	No. of Students Placed
Year			
1974	682	30	149
1975	582	36	202
1976	792	56	332
1977	951	81	424

At the end of the vocational training period, employers are invited to write assessments of the trainees' performance. The Appointments Service has designed a standard appraisal form for this purpose (Appendix I). Counselors also visit employers to collect opinions and comments on the students' performance. On the whole, the feedback information obtained is favorable. Some employers indicate that they would like to see the summer trainees come back to work for their firms after graduation, because they have seen clear evidence of the student's suitability.

Student trainees are required to write a report on their training experience, for which a report form has been designed by the Appointments Service (Appendix II). Information gathered from students reveals that many of them are anxious to get a summer job through the Appointments Service because of its training value. They realize that some sort of practical working experience before graduation is an asset to them, in terms of both personality development and preparation for future job searches. The majority of them view the scheme as an effective means to bridge the gap between gown and town. Through on-the-job training they can glimpse working life as well as the way an organization is structured and how it functions. This facilitates their eventual employment and ensures that they can more readily adapt themselves to working life. A comment from one of the trainees may best summarize this view: "The Vocational Training Scheme paves the way for me to adapt myself to working in society."

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APPENDIX I

PERFORMANCE APPRAISAL
(Vocation Trainee)

Name of Trainee:

Name of Firm:

1.	Knowledge of work:	Adequate grasp of essentials / / Requires considerable supervision / / Inadequate knowledge / /
2.	Quality of work:	Accurate, no mistakes / / Acceptable, occasional errors / / Often unacceptable, frequent errors / /
3.	Initiative:	Very resourceful / / Shows initiative occasionally / / Rarely / /
4.	Co-operation:	Gets along well with people / / Acceptable / / Poor / /
5.	Judgment and common sense:	Above average / / Average / / Below average / /
6.	Reliability:	Above average / / Fairly reliable / / Poor, unreliable / /
7.	Punctuality:	Always on time / / Occasionally late / / Always late / /
8.	Absence from work:	Has never been absent / / Now and then / / Very frequently / /
9.	Trainee's suitability for the post:	Very suitable / / Suitable / / Not suitable / /

10. Comments or remarks (if any):

____

____

____

____

APPENDIX II

APPOINTMENTS SERVICE--UNIVERSITY OF HONGKONG

Student's Report on VTS 1977

Note: If possible, please have your report typed.

I. Name: Sex:

Faculty: Year:

Course:

Name of firm/establishment in which you received training:

____

No. of undergraduates undergoing training:

From HKU ________ From CUHK ________ From other colleges ________

Duration of training __________ months, from ______________ to

____

Working days and hours: _______ days a week. _______ hours a day

Salary: __________

IIA. The Job

Your position in the firm: ______________________

Duties: ______________________________

____

____

Have you acquired any particular skill from the job? Please specify.

____

____

IIB. The Company

Business of the organization: ______________________

____

Structure of the organization: ______________________

____

____

IIC. Career Fields Available in this Establishment

Name the career fields available (e.g., personnel management, marketing, office administration, accountancy, etc.)

____

____

IIC. Career fields available in this establishment (continued)

Which one or ones do you aspire to most?

As far as you know, what qualifications are required if a person wants to pursue that career?

What kind of personality do you think suits that career most?

III. Training

Who is responsible for training you for the job you were assigned to? (Name and position)

How did he teach you?

Was there any literature about the job or about the company available? Did you read them?

Did you approach your supervisor or colleagues when you have queries or doubts?

IV. General Impression

How would you rate the value of the summer job experience? (From 0 to 10: 0 = no value at all, 5 = average, 10 = extremely valuable.)

In what ways did you benefit from the vocational training?

Would you recommend other students to undergo such training as you have had?

V. Other Comments

RESEARCH STUDIES IN VOCATIONAL GUIDANCE BY THE NATIONAL INSTITUTE OF VOCATIONAL RESEARCH

by

Agnes Mieko Watanabe
Research Specialist

The purpose of the National Institute of Vocational Research is to support the development of career guidance in Japanese educational institutions at all levels from secondary school through college, and to enhance employment security services for workers.

In order to achieve these purposes, theoretical as well as practical research studies on workers and occupations have been conducted by educational, psychological, sociological, and economic specialists. Since 1969, about 40 members of this institute have been engaged in studying vocational abilities of the average person, the mentally retarded, the physically handicapped, and educational and vocational guidance and counseling for youth and adults.

Besides these research studies, the NIVR is responsible for developing training programs for guidance workers as well as conducting the inservice training of employment counselors in the Public Employment Security Offices of Japan and school vocational counselors. These activities are sponsored by both the Ministry of Labor and The Ministry of Education, Science, and Culture.

This report regards only the research studies of the vocational behavior of Japanese youth. In order to establish a rationale for career guidance, the following series of research projects has been conducted.

Studies on the vocational readiness of school students

The purpose of this research series was to discover student attitudes toward vocational choices. As a result, the Vocational Readiness Test (VRT) has been developed and published (1971) by the NIVR for the use of career guidance at the secondary school level.

This VRT helps students understand self-concept as it relates to vocational choice. The VRT consists of three subtests which measure vocational interests (A-test), general interests (B-test), and the level of self-confidence in pursuing particular occupational situations (C-test). A-test is interpreted in relation to eight job clusters, and B-test is interpreted in terms of basic vocational orientations, i.e., Data, People, and Things. The rationale of the VRT is that since interest (vocational and general) is an aspect of a person's vocational self-concept and is dynamically related to one's perception of oneself, vocational choice should be understood by integrating these aspects.

The cognitive structure of vocational behavior has also been pursued, especially through the perception of vocational fitness, in secondary school students (Miyazaki, 1975; Watanabe, 1975, 1976). Up to the present the following trends were found:

1. Girls showed more intimacy with "People oriented" occupations than boys, who had more intimacy with "Thing oriented" occupations.
2. All students considered academic abilities and character traits to be important factors in all occupations.
3. Regarding job requirements, senior high students were able to discriminate more precisely than junior high students, regardless of sex.
4. In all the students, a dimension of "Technical-Mechanical (masculine) oriented vs. People (feminine) oriented" was seen as a definite discriminating factor between jobs.
5. The senior high subjects showed slightly higher discriminative abilities between interests and aptitudes than the junior high subjects.

A ten-year follow-up study on the vocational adjustment of young workers

This longitudinal study, which started in 1969, attempts to investigate the processes of vocational choice of Japanese adolescents and their career patterns. Thirty-five hundred forty-five students--1455 in 1969, 1380 in 1970, and 1710 in 1971--who were randomly sampled from seven different prefectures, have been used.

Two sets of questionnaires, one relating to psychological factors of vocational behvior, (such as vocational aspiration, attitudes toward careers and lives, and future plans), and one relating to occupational factors of life status (such as wage, position, and job-change experience) have been administered to the subjects in interviewing sessions every three years.

Between the first and second interviews, inquiries were made by mail in order to keep close contact with the subjects.

In the interim report (Adachi, 1976) the results of this study on male subjects were presented. The study compared junior high school graduates (JHSG) with senior high school graduates (SHSG) who were in the early stage of career life as young workers (aged 19). The JHSG is a group whose subjects entered the world of work after graduating from junior high, and the SHSG is one that consists of male subjects who entered into the labor market after graduating from senior high. It was concluded that the vocational self-image of the 19-year-old subjects was unclear, and that there were no differences between the vocational self-images of the JHSG and the SHSG. However, there were some subjects who had clear self-images in both groups. Those in the JHSG who were apprentices of artisans or craftsmen showed the "Job oriented" self-image. Some of the SHSG who were employees of public services and large enterprises also showed clear self-images which were "Company oriented."

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CROSS-CULTURAL STUDY OF VOCATIONAL INTERESTS MEASURED BY THE STRONG-CAMPBELL INTEREST INVENTORY

by

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Introduction

The Republic of China has a great need for vocational counseling. While public officials as well as educators are fully aware of this need, very few valid counseling tools are available to them.

The basic tools of vocational counseling are the inventories of vocational interests. Within the last 50 years, the Strong Vocational Interest Blank (SVIB) has gained a predominant position in the United States. Since its first publication in 1927, the SVIB has become one of the most thoroughly researched, highly respected and frequently used tests in the psychologist's repertoire.

David P. Campbell is Strong's most prominent successor and his Handbook for the Strong Vocational Interest Blank, published in 1971, was a landmark in the field. Since 1972, Campbell has been developing a new form of the Strong by combining the men's and women's forms into a sexually neutral version. This new version is called the Strong-Campbell Interest Inventory (SCII). The manual related to this version was published in July, 1974. The present study was undertaken in order to pave the way for a future standardization of this inventory for use on Chinese youth.

The Strong-Campbell Interest Inventory (SCII)

The materials of the SCII include the inventory booklet, an answer sheet, and a profile form. Hand scoring stencils are not provided. The inventory booklet, which is the core of the SCII system of assessing vocational interests, contains 325 items, which are divided into seven sections. The first section, a list of 131 names of occupations, is considered to be the strongest in terms of measurement power. The second section includes 36 school subjects covering a wide range of educational situations. Most people have little trouble deciding how they feel about a given subject, even though they may never have studied it. The third section contains a diverse collection of 51 activities, such as "Doing research work," "Teaching children," and "Saving money." People in different occupations differ widely in the percentage of their "Like" or "Dislike" answers to these items.

The 39 items of the fourth section cover a variety of leisure activities such as "Fishing," "Bridge," and "Playing chess." The fifth section lists 24 types of people and asks whether the respondent would like to work with or associate with them in their day-to-day work situation. The 30 items of the sixth section contain 30 pairs of activities or circumstances such as "Taking a chance" vs. "Playing safe" or "Having a few close friends" vs. "Having many acquaintances." Respondents decide which is more appealing to them or whether they feel that both are equally attractive. The last section has only 14 items which describe personal characteristics. Respondents are asked to indicate whether each of the statements is true for their self-description by filling in "Yes," "No," or a question mark.

The answer sheet is fed into the computer and the answers are calculated on scales and administrative indexes. The results are printed on preprinted profile forms. Each answer sheet provides special instructions for the respondent to fill in name, age, and answers.

The SCII profile is a preprinted form upon which scores are entered by the computer. The layout of the SCII profile has been guided by the occupational taxonomy devised by Holland, a scheme that organizes the world of work into six basic patterns of occupational interest: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

Like the SVIB, the SCII provides two major groups of scales: the Basic Interest Scales and the Occupational Interest Scales. There are 23 Basic Scales which are normed against the general reference sample that is composed of 300 men and 300 women. For each scale, the mean and standard deviation of this sample were set equal to 50 and 10, respectively. These data were used to create the men's and women's norms shown on the profile.

The SCII Occupational Interest Scales were normed by scoring the SVIB original occupational samples and using their raw-score mean and standard deviation in the usual T-score transformation formula, yielding for the criterion sample a mean of 50 and a standard deviation of 10.

Validity of the SCII

In the SCII there is no single index of validity either for the Basic Interest Scale or for the occupational interest scales. Each scale of the SCII focuses on one content area and the items reflect this focus. For example, the "Science" scale contains items like "Astronomer," "Biologist," "Chemist," and "Working in a research laboratory." Obviously, these items have a great deal of content validity.

The concurrent validity of the Basic Interest Scales can be checked by comparing scores of people who are currently in different occupations. A substantial body of data, stored in the Strong Archives at the University of Minnesota, demonstrated that these scales separate those who are in the occupation and those who are not by about 2.5 standard deviations (Campbell, 1974, p. 39).

Concerning predictive validity, there is also considerable agreement between the scores earned by respondents and their eventual occupations. Detailed documentation can be found in the SVIB Handbook. Since the SCII is to be used to help people make long-term decisions, the predictive validity of occupational scales is an important attribute of the inventory. However, some of the scales are less accurate than others. Scores on the Adventure scale, in particular, decrease with age and do not seem particularly related to eventual occupations.

Inasmuch as the new SCII is an adaptation of the SVIB, the report on predictive validity of the SCII is completely based on the SVIB itself. The SVIB has a long history of research on predictive validity, beginning with E. K. Strong in 1930. In general, the results indicate that between half and three-quarters of college students enter occupations that were predicted from their earlier scores. Later studies indicate that "Harvard students from wealthy families are less predictable than other Harvard students." Brandt and Hood (1968) found that students who have severe emotional problems are less predictable by the SVIB than normal students. Johnson and Johansson (1972) found that the higher the consistency there is between the occupational and basic interest scales, the more specific the prediction. Campbell's final conclusion is "all things considered, the hit rate looks to be about 50%."

The earlier SVIB Basic Interest Scales were thoroughly studied with respect to their test-retest reliabilities, and the results reported in the Handbook. Generally, the correlation ranges from .50's for 16-year olds retested 36 years later, to .90's for samples tested and retested over periods as short as a few weeks.

With the SCII, the test-retest statistics were collected from two samples. The first contained 102 adults retested after a 30-day period, while the second included 180 teenagers retested after two weeks. In the 30-day sample, the test-retest correlations for the Basic Interest Scales ranged from .79 to .93 with a median of .88. In the two-week sample, the correlations ranged from .83 to .93 with a median of .91. Tables can be found on page 44 in the SCII Manual.

Since Chinese students do not read English as well as Americans, the inventory has to be translated and reprinted in Chinese. In doing this, one must find the most equivalent literal translation of each item and then make these translated equivalents understandable to Chinese and meaningful in the Chinese culture.

In order to be faithful to the original SCII test, two principles have been set as guidelines in the Chinese translation. First, priority is given to a literal translation; and second, understandability of items is maximized. The ten SCII items mainly related to religion and languages have been somewhat modified in the Chinese translation. Similar modifications have been found both in French and German translations.

Method

Sample

The sample for this study was taken from the 1973 freshman groups at the University of Wisconsin, Madison and the University of Fu Jen, Taipei.

The total sample consisted of 3,538 freshman students: 1,044 female and 1,134 male students from the University of Wisconsin, and 700 female and 660 male students from Fu Jen. The number of students who completed the inventory was approximately 50% of the freshmen class in the University of Wisconsin, and in Fu Jen, the percentage was a little more than 60.

Information about students' intelligence was not sought. According to a previous study, the average I.Q. of Fu Jen students was 115, with a standard deviation of 10 on the Chinese edition of the Otis intelligence test. From a random sample of 100 CQT scores from the Wisconsin group who took the SCII, Dr. Richard W. Johnson estimated that the average I.Q. of Wisconsin freshmen should be close to 115.

The age level of the Chinese students was 18, nominally the same as that of the Americans; but actually, the Chinese were about one year younger because for them, a nine-month period in the mother's womb is also counted into their ages.

Procedure

For the American sample, the Strong-Campbell Interest Inventory was administered to entering freshmen males and females at the University of Wisconsin, Madison as part of the Placement Testing Program in the spring and summer of 1973. Students were encouraged, but not required, to take the Inventory. A total of 1,044 female and 1,134 male freshmen completed the SCII. Test administration was carried out by experienced personnel from the State Testing Center.

For the Chinese sample, the test administration was achieved through the cooperation of the Fu Jen University administrative personnel. Announcement of the testing program was made one month before the testing date. Only freshmen were given the opportunity to participate. About 65% of the female and 62% of the male group took the inventory. From the answer sheets collected, 10 were found incomplete and these were eliminated.

The answer sheets for Chinese students were the same as those used by Americans, except that a few lines of Chinese instruction had replaced the original English text.

After the collection of answer sheets, the first step in the data processing was the optical scanning of all sheets using the computer system of the State Testing Center of Madison. The response of subjects to each of the 325 items was recorded on IBM tape. The second step was to summarize the "Like," "Indifferent," and "Dislike" responses by each group (American female, American male, Chinese female, and Chinese male) to each SCII Item. The totals for each type of response to each item were then converted into percentages. Theoretically, the total responses to all three alternatives of each item should have equaled the number of individuals in each group. The three percentages should have summed exactly to 100. However, in the large groups of 600 or 700, there were always one or two subjects who skipped one or two items. Therefore, a separate column on the output sheet was provided to register the number and percentage of omissions. The complete data sheet containing results for all seven sections of the SCII for all four groups can be found in the Student Counseling Center of the University of Wisconsin, Madison.

After optical scanning, all answer sheets were sent to the Research Center of the University of Minnesota for scoring. Thus, all participants' answer sheets were scored and their respective profiles prepared.

Data Analysis

Since significant differences between American male and female responses to the SCII items have already been found by Johnson (1974), it was considered necessary, in making comparisons between American and Chinese, to subdivide the samples into male and female groups. Consequently, it should be understood that whenever a comparison is made, it is made either between American and Chinese male or between American and Chinese female groups.

In making comparisons, the researcher followed a guideline which had been developed by Campbell and followed by Johnson. This guideline suggested that for any item, if the percentage difference for either the "Like" or the "Dislike" responses between two groups differed by 15% or more, the difference be considered practically significant. Based on this guideline, the first task of the researcher was to single out every item which showed a 15% or more response difference between two concerned groups, either on "Like" or on "Dislike."

In the first step, response differences on "Like" and "Dislike" were compared. Then comparisons of similarities on "Like" and "Dislike" were made. According to Campbell, 10% or less response differences are not to be considered statistically significant. Following this guideline, the researcher took items with less than 5% response differences as indicators of response similarities between two comparison groups.

The third comparison was made between items most "Liked" by American and Chinese groups, and the fourth between items most "Disliked" by American and Chinese students. The fifth was a comparison between American and Chinese responses to "Indifferent." The next comparison was made between the General Occupational Themes, Basic Interest Scales and Occupational Scales of American and Chinese male and female groups. The final comparison was made between American and Chinese responses which are in direct opposition to one another.

In the process of data analysis, one important step was the Chi-square test of homogeneity. Four different sets of Chi-square tests of homogeneity (between American female and Chinese female, American male and Chinese male, Chinese female and Chinese male, and American female and American male) were performed. A total of 1,300 tables, together with the test results, were produced. Findings include the following.

1. The results of the Chi-square tests indicate that American and Chinese female group responses are homogeneous on 70 items (21.54%) and the responses of American and Chinese male groups are statistically homogeneous on 63 items (19.38%).

2. The responses of American females to the SCII were statistically different from those of the Chinese female group on 255 items (78.46%); and between the two male groups, differences with statistical significance were found on 262 items (80.62%).

3. When differences of practical significance only are considered, 138 items (42.46%) between the two female groups and 127 items (39.07%) between the two male groups were identified.

Results

Statistical Differences

1. Among the female groups, there were 108 items of 325 (33.23%) which differentiated the "Likes" of American and Chinese by 15% or more. Among the two male groups, 84 (25.85%) items carried 15% or more response differences.

2. Among the 108 items on which females differed, 43 were found in Section I, 11 in II, 15 in III, 11 in IV, 13 in V, 11 in VI, and 4 in VII. The respective percentage in each section was 32.8, 30.6, 29.4, 28.2, 54.1, 36.7 and 28.6.

3. The distribution of 84 items on which males differed included 32 in Section I, 8 in II, 17 in III, 9 in IV, 7 in V, 9 in VI, and 2 in VII. The respective percentage in each section was 24.4, 22.2, 33.3, 23.1, 25.9, 30.0 and 14.3.

4. On "Dislikes," the responses of Chinese females differed by 15% or more on 103 items (31.69%) and those of Chinese males differed to the same extent on 85 items (26.15%) from those of their American counterparts.

5. Among the 103 items in which females differed, 43 (32.8%) were found in Section I, 9 (25%) in II, 11 (21.6%) in III, 14 (35.9%) in IV, 7 (29.2%) in V, 12 (40%) in VI and 7 (50%) in VII.

6. Among males, the distribution of the 85 items in which they differed included 41 (31.3%) in I, 6 (16.7%) in II, 12 (23.5%) in III, 8 (20.5%) in IV, 5 (20%) in V, 10 (33.3%) in VI and 3 (21.4%) in VII.

The response differences between the two male groups were generally less than those between the two female groups.

7. On "Dislikes," from the items which carried 15% or more response differences between groups, Chinese male and female groups showed more "Dislikes" in Sections 2, 3, 4, and 5. On preferences items in Section 6, Americans, both male and female, preferred left items more than Chinese groups. In Section 7 on characteristics items, Chinese male and female groups expressed more "NO" preferences than both American male and female groups.

Content Differences

1. For American females, photographer carried the highest percentage of "Like" responses (74.4%) and for Chinese females, it was interior decorator (78.1%).

2. Five occupations which American males liked most are inventor, photographer, jet pilot, criminal lawyer, and professional athlete. Five occupations which American females liked most are photographer, musician, foreign correspondent, psychologist, and artist.

3. Five occupations most liked by Chinese males are factory manager, inventor, photographer, office manager, and jet pilot. Five occupations most "Liked" by Chinese females are interior decorator, psychologist, costume designer, college professor, and musician.

4. The number of occupation items liked by American male and female groups are fewer than those liked by Chinese groups.

5. Five occupations which American males "Disliked" most are beauty and haircare consultants, housekeeper, women's style shop manager, home economics teacher, and typist. Five occupations which American females "Disliked" most are life insurance agent, machine shop supervisor, machinist, auto sales, and traveling salesperson.

6. Five occupations most "Disliked" by Chinese males are dental assistant, professional gambler, fashion model, courtroom stenographer, and nurse. Five occupations most "Disliked" by Chinese females are life insurance agent, professional gambler, auctioneer, professional athlete, and dental assistant.

7. In dealing with people, both Chinese male and female groups "Disliked" aggressive people, people who daydream a lot and physically sick people, while both American groups did not show "Dislike" toward any particular type of people except military officers.

8. In regard to personal characteristics, American females checked "Yes" more often than their Chinese counterparts.

Similarities in Number

1. On responses to "Like," American females had reactions similar (i.e., less than 5% response difference) to those of Chinese females on 95 items. American and Chinese males responded similarly on 102 items.

2. On responses to "Dislike," 99 items were found to carry similar responses from both American and Chinese female groups. Between the two male groups, 108 were found.

3. Five out of six General Occupational Themes of both American male and female groups were found to have T scores similar to the respective Chinese male and female groups.

4. Of the Basic Interest Scales from American and Chinese female groups, 20 out of 23 scales were found to have similar T scores. For the two male groups, 19 out of 23 scales were similar.

5. From the whole list of 124 comparable Occupational Scales, 104 were found to have less than 5-point T score differences between American and Chinese female groups, and 83 between the two male groups. Summary data related to this comparison are provided in Tables 1 and 2.

Similarities in Nature

1. The item most "Liked" by American and Chinese female groups was musician, and the item least "Liked" by these same groups was life insurance salesperson.

2. The item most "Liked" by both American and Chinese male groups was inventor, and the one least "Liked" by both groups was courtroom stenographer.

3. The item which both American and Chinese female groups most "Disliked" was life insurance salesperson, and the item least "Disliked" by these groups was outspoken people with new ideas.

4. Between the male groups, the most "Disliked" item was fashion model, and the one least "Disliked" was also outspoken people with new ideas.

5. The item photographer was "Liked" by all four groups. Two school subjects, psychology and nature study, were also liked by all.

6. Both American and Chinese female groups liked art, literature, modern languages, dramatics, zoology, and botany. These same groups "Disliked" military drill, bookkeeping, calculus, and statistics.

7. Both American and Chinese male groups "Disliked" military drill, bookkeeping, and home economics.

Opposite Directions

1. Actress, criminal lawyer, fashion model, professional dancer, and surgeon were five items "Liked" by the majority of American females and "Disliked" by Chinese females.

2. Librarian and private secretary were "Liked" by Chinese females, but "Disliked" by American females.

3. American males "Liked" actor, auto racer, criminal lawyer, professional athlete, and surgeon. Chinese males "Disliked" them all.

4. Fourteen items (cashier in bank, factory manager, interior decorator, machinist . . .) were "Liked" by Chinese males and were "Disliked" by most of the American males.

Discussion and Conclusions

It can be anticipated that cultural factors will have some influence on the vocational interest of individuals, yet to what extent cultural factors can or do exercise influence on an individual's vocational choice is not known to most counselors.

Using American norms, Lonner (1968) did a cross-cultural study between American and German-speaking psychologists and accountants from Germany, Austria, and Switzerland. In his dissertation, Lonner concluded: "German, Austrian and Swiss psychologists, and to a slightly smaller extent, accountants, generally share the same vocational interests with their U.S. counterparts." Based on this result, Campbell confidently believes that: "American norms have been found usable in other countries as representations of the interests of specific occupations."

Before undertaking this research project, the present investigator shared that belief, but since such large and extensive reponse differences were revealed between American and Chinese college students to the same set of SCII items, doubts are now raised.

Since Lonner, Shah and Stauffer did their investigations with the American scoring keys, it must be asked to what extent American norms are valid for other cultural groups. The argument is that once the responses are scored with the American scoring keys, the original differences have already been blurred or twisted. This could certainly account for differential response to items being larger than mean scale scores, as Lonner discovered. And if this argument is valid, then Campbell's statement is questionable.

Answer sheets for the present research project were also scored using the American keys. As can be predicted from previous studies, the general profiles of both Chinese male and female groups are very similar to the general profiles of the American groups.

If the comparisons in the present study had been based on general profiles, general occupational themes, basic interest scales and occupational scales derived from the American scoring keys, the conclusions would have not been at variance with previous studies which relied on profile and scale level comparisons. The general profiles of both American and Chinese, male and female groups are not presented in this paper.

From the summarized findings, there is little doubt that the response differences both between American and Chinese females and between American and Chinese male groups to SCII items are great.

According to Campbell, the main reason for creating a merged form of SVIB T399 and SVIB TW398 was to have a sex-fair inventory of vocational interest. But from the findings of this study, Campbell's effort does not seem to have been very successful. If the intention of combining two forms of the SVIB was to bring a wider variety of items for either male or female respondents, the length of the test booklet would, perhaps, have been increased instead of being reduced. The present list of school subjects seems somewhat outdated. Many new branches of science have not been incorporated.

The item "life insurance salesperson," which was "Liked" by 2% of both American and Chinese females, and the item "orderly," which was "Liked" by 4% of American males and 3% of the Chinese male group, both seem to have little discriminating power.

The item "outspoken people with new ideas," which was "Liked" by 93.7% of Chinese females and 91.4% of Chinese males, also had little discriminating power among Chinese, but it did not discriminate Americans from Chinese, (68.8% of Am-F and 67.2% of Am-M). The present social situation seems responsible for the high percentage of responses to this particular item from Chinese male and female students.

From the summarized findings, it is reasonable to conclude that:

1. The response differences between American and Chinese college students to the SCII items indicate that cultural factors play an important role in influencing vocational interests.

2. From the response similarities between American and Chinese college students of the same sex to the SCII items, it should be concluded that the sex factor also makes an important contribution in influencing vocational interests.

3. The Strong-Campbell Interest Inventory, in its present form, cannot be used to measure the vocational interests of Chinese.

4. In counseling Chinese college students, following the results of SCII answer sheets scored with keys prepared for Americans can be misleading.

5. For use by counselors in China, the SCII should be carefully revised and standardized according to Chinese norms.

The SCII as a counseling tool has been produced by serious efforts of experienced researchers. It is therefore desirable that further investigation with Chinese subjects be made, with the intention of achieving revision and standardization for use in counseling Chinese.

Since the present study is only the first step for future standardization of the SCII in Chinese, the researcher makes the following recommendations:

1. Use the data collected in this study to represent college male students in general and college female students in general. Gather data from senior classes of different departments, and establish different norms for each department.

2. Make an item analysis of each Basic Interest Scale of the SCII profile and eliminate irrelevant items in measuring vocational interests of Chinese students.

3. Develop occupational norms step by step, from data collected from Chinese professional groups.

4. While waiting for further investigations, consider a "Backtranslation" study (for the validation of the Chinese translation).

5. Start individual counseling with those 1,360 students who have taken the Strong-Campbell Interest Inventory. Record and analyze their reactions to test results.

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Table 1
General Occupational Themes and
Basic Interest Scales

Theme	Diff.	Am-F	Ch-F	Diff.	Am-M	Ch-M
Realistic	2	43	45	0	51	51
Investigative	0	48	48	1	51	50
Artistic	1	54	53	1	48	49
Social	0	49	49	3	45	48
Enterprising	1	46	45	3	49	52
Conventional	6	45	51	6	47	53

Scale	Diff.	Am-F	Ch-F	Diff.	Am-M	Ch-M
Agriculture	3	51	48	2	51	49
Nature	1	53	52	1	47	48
Adventure	0	50	50	3	57	54
Military activities	4	47	51	7	49	56
Mechanical activities	3	42	45	1	52	51
Science	0	48	48	2	52	50
Mathematics	1	46	45	1	50	49
Medical science	4	51	47	4	51	47
Medical service	6	54	48	2	49	47
Music/Dramatics	1	56	55	1	48	49
Art	2	55	57	4	46	50
Writing	1	52	53	2	47	49
Teaching	3	49	52	2	46	48
Social service	1	52	51	2	46	48
Athletics	5	48	43	3	53	50
Domestic arts	4	55	59	2	43	45
Religious activities	2	47	45	1	44	43
Public speaking	1	48	49	1	51	52
Law/Politics	3	48	45	3	52	49
Merchandising	0	47	47	6	46	52
Sale	2	46	48	6	50	56
Business Mgmt.	6	43	49	11	46	57
Office practices	4	49	53	5	46	51

Table 2
Comparisons of Occupational Scales Between American and Chinese

Occupational Scales of Am-F, Ch-F, Am-M, Ch-M

Code	Scale	Sex Norm	Std Score	Very Dissimilar	Dissimilar	Ave	Similar	Very Similar
RC	Farmer	m	0	18	18	2	24	22
RC	Instrument Assembler	f	5	26	31	1	31	32
RCE	Voc. Agric. Teacher	m	0	7	7	1	15	14
REC	Dietitian	m	0	36	36	5	29	34
RES	Police Officer	m	2	19	17	0	28	28
RSE	Highway Patrol Officer	m	1	12	13	2	26	24
RE	Army Officer	f	1	30	31	0	43	43
RS	Phys. Ed. Teacher	f	8	29	21	6	31	25
R	Skilled Crafts	m	3	16	19	1	27	26
RI	Forester	m	1	23	22	2	28	26
RI	Rad. Technician (X-ray)	f	7	34	27	4	34	30
RI	Merchant Marine Officer	m	1	32	33	2	40	38
RI	Navy Officer	m	5	15	20	5	27	32
RI	Nurse, Registered	m	4	36	32	0	28	28
RI	Veterinarian	m	3	24	21	5	23	18
RIC	Cartographer	m	9	29	20	12	39	27
RIC	Army Officer	m	4	18	22	6	26	32
RIE	Air Force Officer	m	3	18	21	3	27	30
RIA	Occupational Therapist	f	1	34	35	1	30	29
IR	Engineer	f	0	22	22	2	35	33
IR	Engineer	m	1	24	25	1	33	34
IR	Chemist	f	0	10	10	4	25	21
IR	Physical Scientist	m	0	25	25	5	26	21
IR	Medical Technician	f	2	27	25	3	35	32
IR	Pharmacist	f	3	28	25	3	33	30
IR	Dentist	f	1	26	25	2	33	31
IR	Dentist	m	4	31	27	3	31	28
IR	Dental Hygienist	f	6	34	28	2	28	26
IRS	Physical Therapist	f	7	35	28	3	36	33
IRS	Physician	m	3	27	24	1	27	26
IRS	Math-Science Teacher	m	0	28	28	4	33	29
ICR	Math-Science Teacher	f	1	29	30	2	38	36
IC	Dietitian	f	2	31	33	3	27	30
IRC	Medical Technician	m	1	20	19	2	24	22
IRC	Optometrist	m	3	25	22	2	28	26
IRC	Computer Programmer	f	2	25	27	3	36	33
IRC	Computer Programmer	m	0	25	25	1	34	35
I	Mathematician	f	2	19	21	5	31	26
I	Mathematician	m	2	28	26	6	26	20
I	Physicist	f	3	7	4	4	26	22
I	Biologist	m	1	33	34	0	26	26
I	Veterinarian	f	0	28	28	4	36	32
I	Optometrist	f	2	25	27	0	36	36
I	Physician	f	2	27	25	5	36	31
I	Social Scientist	m	1	38	37	1	31	30
IA	College Professor	f	2	31	29	3	34	31
IA	College Professor	m	2	40	38	0	30	30
IS	Speech Pathologist	f	1	35	36	2	42	40
IS	Speech Pathologist	m	1	43	42	4	39	35
IAS	Psychologist	f	1	23	22	2	28	26
IAS	Psychologist	m	0	34	34	0	29	29
IA	Language Interpretor	f	4	31	35	2	32	34
ARI	Architect	m	2	21	23	2	20	18
A	Advertising Executive	f	3	32	35	4	36	40
A	Artist	f	0	29	29	1	30	29
A	Artist	m	4	38	34	4	30	26
A	Art Teacher	f	3	19	22	3	12	15
A	Photographer	m	2	36	34	1	28	27
A	Musician	f	2	36	38	4	26	30
A	Musician	m	1	47	46	2	39	37
A	Entertainer	f	1	36	37	1	27	28

Table 2 (Continued)
Comparisons of Occupational Scales Between
American and Chinese

Occupational Scales of Am-F, Ch-F, Am-M, Ch-M

Code	Scale	Sex Norm	Std Score	Very Dissimilar	Dissimilar	Ave	Similar	Very Similar
AE	Interior Decorator	f	4	15	19	6	11	17
AE	Interior Decorator	m	2	38	36	4	24	28
AE	Advertising Executive	m	2	35	33	2	29	31
A	Language Teacher	f	1	32	31	4	18	22
A	Librarian	f	5	28	33	4	28	32
A	Librarian	m	2	35	37	4	23	27
A	Reporter	f	1	32	31	1	32	31
A	Reporter	m	3	39	36	2	30	29
AS	English Teacher	f	0	31	31	3	21	24
AS	English Teacher	m	1	38	37	2	29	31
SI	Nurse, Registered	f	5	33	28	2	26	24
SIR	Physical Therapist	m	5	27	22	1	28	27
SRC	Nurse, Licensed Practical	m	2	41	39	1	30	31
S	Social Worker	f	3	27	24	5	22	27
S	Social Worker	m	1	29	28	7	20	27
S	Priest	m	2	35	33	5	24	29
S	Dir., Christian Education	f	0	22	22	4	12	16
SE	YWCA Staff	f	2	33	31	3	30	33
SIE	Minister	m	4	28	24	2	21	23
SEA	Elementary Teacher	m	0	35	35	4	27	31
SC	Elementary Teacher	f	3	29	32	5	20	25
SCE	School Superintendent	m	0	24	24	7	22	29
SCE	Public Administrator	m	3	28	31	8	30	38
SCE	Guidance Counselor	m	1	26	25	5	22	27
SER	Recreation Leader	f	2	32	30	4	27	31
SEC	Recreation Leader	m	3	24	21	3	23	26
SEC	Guidance Counselor	f	0	27	27	5	20	25
SEC	Social Science Teacher	f	0	31	31	2	30	32
SEC	Social Science Teacher	m	2	30	32	5	28	33
SEC	Personnel Director	m	2	28	30	9	28	37
ESC	Dept. Store Manager	m	1	20	19	6	22	28
ESC	Home Economics Teacher	f	5	21	26	7	3	10
ESA	Flight Attendant	f	5	31	26	2	23	25
ES	Ch. of Comm. Exec.	m	1	29	30	7	29	36
ES	Sales Manager	m	1	18	17	6	20	26
ES	Life Insurance Agent	m	1	17	16	7	18	25
E	Life Insurance Agent	f	0	22	22	6	25	31
E	Lawyer	f	1	29	28	0	37	37
E	Lawyer	m	0	32	32	5	28	33
IE	Computer Sales	m	0	13	13	6	18	24
IE	Investment Fund Manager	m	2	29	31	4	30	34
EIC	Pharmacist	m	4	25	21	1	26	27
EC	Buyer	f	3	21	24	7	23	30
ECS	Buyer	m	2	18	20	10	18	28
ECS	Credit Manager	m	5	22	27	9	25	34
ECS	Funeral Director	m	1	26	25	4	26	30
ECR	Realtor	m	2	20	18	1	27	28
ERC	Agribusiness Manager	m	3	11	14	4	17	21
ERC	Purchasing Agent	m	1	21	22	4	29	33
ESR	Chiropractor	m	4	32	28	1	32	33
CE	Accountant	m	6	6	12	8	15	23
CE	Banker	f	6	24	30	5	29	34
CE	Banker	m	3	18	21	6	23	29
CE	Credit Manager	f	7	22	29	9	28	37
CE	Dept. Store Sales	f	6	20	26	7	16	23
CE	Business Ed. Teacher	f	6	15	21	6	15	21
CES	Business Ed. Teacher	m	5	23	28	9	24	33
CSE	Exec. Housekeeper	f	4	23	27	7	18	25
C	Accountant	f	5	17	22	4	28	32
C	Secretary	f	4	30	34	7	25	32
CR	Dental Assistant	f	0	28	28	2	24	26
CRI	Nurse, Licensed Practical	f	3	24	21	0	19	19
CRE	Beautician	f	1	31	32	2	29	31

EXPRESSED AND MEASURED VOCATIONAL INTERESTS OF COLLEGE-BOUND STUDENTS

by

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Vocational counseling and guidance has been one of the service functions of the Division of Counseling and Guidance (DCG) of the University of the Philippines (U.P.) since the early 1950's. Over the years, this office has worked with thousands of clientele, not only students but also faculty, the administration, and the community. In counseling one has to work with tools. The U.P. DCG utilizes both locally developed instruments as well as standardized ones published mostly in the United States. We make use of both cognitive and noncognitive measures. While most of the research work in scientific test construction and development has been done along the cognitive or intellective indices, we have not yet ventured far into the development of instruments that measure so-called noncognitive or nonintellective factors that affect a person's progress and development; specifically, there are none relating to interest and personality measures. It is the lack of funding resources and especially the absence of adequate human resources that prevent such research. To quote a German saying, "The situation is serious but not hopeless."

This paper reports the findings of two studies making use of one such measure, the Strong Vocational Interest Blank (SVIB). The study is concerned with finding out the expressed vocational interests of college-bound and newly admitted students at the University of the Philippines and whether their measured interests are related to their expressed interests. The findings reported here make use of simple descriptive statistics.

Subjects

Two groups of population were used in this study of the "expressed" and "measured" interests of college-bound and first-year college students. The first group consisted of 913 student applicants to the U.P. Government

Scholarship Program in the academic year 1970-71. The second consisted of 1,927 newly admitted first-year students in the same University in the academic year 1976-77.

The first group was limited to student applicants who belong to the upper 20% of their respective graduating classes. In this year, there were about 11,000 student applicants who took the College Admisson Test (CAT) administered by the then Admission Office of the U.P. Of these, only 1,278 qualified to take the U.P. Government Scholarship examination administered by the DCG.

If awarded this scholarship, each scholar is generally free to choose his own field of study. However, the awarding is subject to two limitations: the number of scholarships available each year, and the internal regulations based on the statutory allocation of 60% of the scholarships in the fields of natural and physical sciences, engineering, agriculture, fisheries, forestry, economics, and public administration. The remaining 40% of the scholarships are limited to the professional social sciences or humanities.

The scholarship award of P4,200.00 per academic year covers the cost of tuition and other fees, books and school supplies, living, travel, and other expenses. To qualify, the applicant must be healthy, a citizen of the Philippines, and in the upper 20% of his/her graduating class.

The second group is limited to the first-year students who qualified for admission to the University for academic year 1976-77. This group of first-year students was the subject of L. A. Torres's recently completed doctoral dissertation, "Career Choices of the U.P. Freshmen and Their Correlates." They were selected from over 15,000 applicants who took the CAT for that academic year and from over 350,000 high school graduates who took the National Entrance Examination (NCEE).

Instruments Used

The instrument used was the Strong Vocational Interest Blank (SVIB) Men's form, 1966 edition. This SVIB consists of questions on hundreds of activities both vocational and avocational. Most of the 399 items in the 1966 edition form for men require a "like-indifferent-dislike" response to activities or topics such as botany, fishing, being an aviator, discussing the purpose of life, etc. (D.P. Campbell, 1966). Students take about 30 to 45 minutes to complete the questionnaire.

Both groups were administered the SVIB: the first group in the academic year 1970-71 before admission to the University; the second group after they had already been admitted to the University. Of the first group, only 200 qualified for the scholarship awards and only 176 finally accepted the scholarship grants.

Before the SVIB, the second group was also given a questionnaire designed to obtain information on personal, socioeconomic, and some intellective factors affecting the career choices of first-year students. The second group's data (which will not be reported in this paper) was subjected to a more intensive statistical analysis.

Procedure

Answer sheets of the population of the first group (U.P. government applicants) were machine scored through the U.P. Computer Center. The correction was especially programmed for this purpose. The second group of answer sheets were hand-scored at the DCG.

Those who are familiar with the SVIB will note that the raw scores of this inventory are converted into standard scores which in turn have corresponding letter grades as follows:

A : 45 and above
B+: 40-44
B : 35-39
B-: 30-34
C+: 25-29
C : below 25

As explained in Strong's Manual revised by D. P. Campbell, a person with an *A* rating on a given scale has interests similar to those of people successfully engaged in that occupation and would likely enjoy that work; a *C* rating means that although he probably has those occupational interests, we cannot be sure of it as we can with the *A* ratings. Particular emphasis should be given to the *C* ratings, as these clearly identify occupational areas where the individual has few interests. To quote Campbell:

> a person with a *C* rating on a given occupational scale is rarely engaged in that occupation, or if so engaged, is often an indifferent success who will soon drop out or who is doing the work in some more or less unusual manner. A follow-up study of former Stanford University students that lasted 18 years (Strong, 1955) showed that the chances are 50-50 that a man will enter an occupation for which he has a *B* rating. The chances become greater for occupations where he has scored with the *B+* and *A* ratings, and they become less where he has made scores in the *B-* and *C* ranges.

For the purposes of these two studies, A ratings were considered "high," B+ and B were considered of "medium" interest and B- and C were considered of "low" interest. In determining whether their measured interests were or were not related to their expressed interest for certain vocations/courses, the letter ratings were considered in that particular vocation chosen and/or its related areas. Students who had ratings classified "high" and "medium" which corresponded with the expressed interest were described as having "related interest" to their "expressed" interest; and those students whose ratings were B- and C were described as having "measured" interest not harmonious with or "unrelated" to expressed interest. These results are reflected in Tables III and IV. Table II, however, is based on the selected scholars only.

Out of a total of 1,927 first-year students in Group II, a 30% sample was drawn for determining relationships among other variables that can affect vocational interest. These included intellective indices and socio-economic factors. While the study of Group II population also tried to discern whether the measured interests were related to expressed interests, this was done for only the sample of 600 representing 30% of the total population. It is to be noted further that the business courses group was not included in the final sample because of the criteria used in the statistical treatment of the data which looked into other relations as mentioned earlier.

Results

The results of these two studies are given in Tables I to IV. The expressed vocational interests in career choices of the first group are given in Table I. Of the 913 usable papers of the applicants considered in this study, 227 or 24.86% expressed vocational interest in the field of engineering; 203 or 22.23% in the medical sciences; 139 or 15.22% in the social sciences; 135 or 12.38% in the natural sciences, physical, and biological.

Table II gives the number and percent of first year students (Group II data) expressing vocational interest in the different course offerings at U.P. For this group, natural science is the most popular vocational choice, followed by engineering, business, medical, and social sciences.

Looking at the measured interest of the Group I population, it is notable that not all scholarship applicants registered measured interest in the vocation or courses which they have chosen or in which they have expressed interest. The greatest number of students whose measured interests are in harmony with or related to their expressed interests are in the fields of social sciences and arts (72.66%) and in business (62.96%). Two-thirds of the students who expressed a preference for a vocation in engineering and more than half (57.63%) of the students in medical sciences have measured interest not related to their expressed interest. This is more true of the subjects who expressed a vocational interest in the field of the physical and biological sciences including mathematics, chemistry, statistics, agriculture, biology, forestry, fisheries, etc.

In spite of the fact that to some extent the final awarding of the scholarships took into consideration the applicants' measured interest as related to their expressed interest, a number of those who finally qualified had unrelated measured interests to their expressed vocational interests (Table III).

Discussion

In the Philippines, the need of the college-bound high school graduate for professional and systematic assistance in vocational planning is great. Although the greater majority of the college-bound students have decided what course or occupation to pursue when they register at the U.P., it was found that there is no scientific or logical basis for making such decisions. The impact of science and technology on almost all aspects of Filipino national life does not seem to affect student vocational choices. It is not surprising that results of measured interests are not in harmony with expressed vocational interests. We in guidance work have suspected this, but we had not done a study on a large scale, such as this one, to convince us of its reality.

High school graduates are still often attracted to the "prestige" occupations as mentioned by Secretary Blas Ople in his talk during the opening day of the Conference-Workshop. He reported that high school dropouts have unrealistically high career aspirations, a majority of them wanting to become doctors, engineers, lawyers, and nurses. We do not want to add to the vast number of unemployed, or unemployable college dropouts and/or college graduates. Perhaps the best contribution this paper can make is to call to the attention of the guidance counselors the fact that as in the past, there is still a great attraction for the "prestige" occupations. Guidance counselors, educators, parents, and leaders seem to be failing in helping youth to plan for the future, for living productively and satisfactorily as useful, contented members of society.

Data from the first group in this study revealed that even with the assurance of scholarship support throughout their college education, there were few, if any, awardees in the fields of fisheries, forestry, geology, metallurgical engineering, mining engineering, and other less "prestigious" occupations. Yet these occupations or areas are the ones most necessary for the country's economic growth and development. Although the U. P. follows rigid screening and admissions procedures, it registers a high rate of student attrition. One wonders whether many of these failures are not caused by unrealistic vocational goals, where one's interests, inclinations, and aptitudes are not explored to the fullest.

We know that the choice of a vocation is one of the most important decisions one has to make. Yet it is often made with little thought or assistance. Many influences that come into play, as revealed in the second study, include "parental desires," "friends," "relatives," "media," and "guidance counselors." Of these influences, only the guidance counselors, if they are professionally qualified, are in a better position to effect desireable changes in attitudes towards career choices and planning. Career planning should be started as early as possible. There is a need to explore instruments that can help guidance counselors do their jobs well and to conduct research in the field of the noncognitive or affective domain of the individual. The SVIB is only one of the many instruments whose use can be further explored. At this point, it is pertinent to give Strong's summary (1943) on the nature of interest:

> 1. An interest is not a separate psychological entity but merely one of several aspects of behavior. Consequently, measurement of one interest is not a complete measurement of a unit of behavior.
> 2. An interest is an expression of satisfaction but not necessarily of efficiency. That a person likes golf does not necessarily mean that the person plays well.

3. Saying one likes a certain thing supplies indefinite information regarding what has been done in the past and what will be done in the future.
4. Knowledge of several hundred likes and dislikes provides a much better basis for estimating what has been done in the past and what will be done in the future.
5. Such estimates can be better made by an experienced counselor than by an amateur, but they can still be made accurately when based on the statistical analysis of hundreds of cases.
6. Estimates based upon many interests indicate what the person wants to do but only indirectly what he is capable of doing.
7. Although the results of research indicate that there is some relationship between interests and abilities, it is evident that abilities should be measured directly and not by interest tests.
8. Interest tests supply information not given by ability tests; they indicate what the person wants to do, the general direction he should go in order to obtain enjoyment and satisfaction in life.

At no other time in the guidance history of the Philippines are counselors called upon to play a more active role as the change agents referred to by Dr. Walz, the consultant in this Conference-Workshop. It has to be recognized that it is the guidance counselor who plays the key role in initiating, building, and coordinating career guidance and counseling. The term and concept of vocational guidance is fast going out of fashion - the newer concept is career guidance, career counseling, and/or career education. In this connection, there is a need for a "retooling" (to borrow a term of Dean Williamson, the "grand old man" in guidance and student personnel work) of guidance counselors. Facilitating changes in the direction of career planning and development and changes in attitudes and value orientations, cannot be done effectively without the guidance counselor's expertise. With the anticipated changes, the guidance counselor's functions and responsibilities are changing and multiplying; we can no longer be secure and effective in the traditional functions we learn in the early years of graduate work. The scope of the work is changing; new approaches are many and varied. However, if we conceive of our roles as flexible and open-ended, we can continue to grow and develop and absorb new trends as fast as they come along.

Table 1
Number and Percent of Student Applicants (Group I) Under Each Expressed Vocational Interest & the Relation of These to Their Measured Interest

	Measured Interest					
	Total		Related		Unrelated	
Expressed Vocational Interest	F	%	F	%	F	%
A. Engineering	(227)	(24.86)	(76)	(33.48)	(151)	(66.52)
1. Chemical	76	8.32	20	8.81	56	24.67
2. Civil	31	3.40	10	4.41	21	9.25
3. Electrical	31	3.40	14	6.17	17	7.49
4. Mechanical	36	3.94	17	7.49	19	8.37
5. Others (Mining, 4; Geodetic, 7; Industrial, 13; B.S., 13; Agricultural, 7; Aero, 2; Met., 7)	53	5.80	15	6.61	38	16.74
B. Medical Sciences	(203)	(22.23)	(86)	(42.37)	(117)	(57.63)
1. Medicine	101	11.06	42	20.69	59	29.06
2. Nursing	80	8.76	37	18.23	43	21.18
3. Others (Occupational Therapy, 3; Hygiene, 4; Pharmacy, 2; Med. Tech., 9; Vet. Med., 4)	22	2.41	7	3.45	15	7.39
C. Social Science/Arts	(139)	(15.22)	(79)	(56.83)	(60)	(43.17)
1. AB Pol. Science	23	2.52	14	10.07	9	6.48
2. AB English	16	1.75	7	5.04	9	6.48
3. Law	15	1.64	10	7.19	5	3.60
4. Education	22	2.41	13	9.35	9	6.47
5. Others (Foreign Service, 12; History, 4; Humanities, 1; Journalism, 14; Mass Comm., 8; Philosophy, 2; Social Work, 2; Speech and Drama, 4; Economics, 13; Fine Arts, 3)	63	6.90	35	2.52	28	20.14
D. Business Courses	(135)	(14.79)	(85)	(62.97)	(50)	(37.03)
1. Accounting	102	11.17	61	45.19	41	30.37
2. B.S.B.A.	25	2.74	19	14.08	6	4.44
3. Others (Marketing, 2; Banking, 5; Public Adm., 1)	8	0.88	5	3.70	3	2.22
E. Natural Sciences (Physical & Biological)	(113)	(12.38)	(21)	(18.58)	(92)	(81.42)
1. B.S. Chemistry	37	4.05	4	3.54	33	29.20
2. B.S. Mathematics	22	2.41	3	2.65	19	16.82
3. Others (Agriculture, 6; Agri-Chem., 2; Biology, 1; Botany, 3; Forestry, 8; Fisheries, 3; Geology, 1; Nutrition, 3; Physics, 7; Psychology, 5; B.S. Science, 1; Zoology, 3; Statistics, 3; Architecture, 7; Agricultural Eco., 1)	54	5.92	14	12.39	40	35.40
F. Undecided	96	10.51				
TOTAL	913	100.00	348	38.12	470	51.48

Table II
Number and Percent of First Year Students Under Each Area of the Expressed Interest
Academic Year 1976-1977

Expressed Interest	F	N=1,927	%	
A. Natural Sciences (Physical and Biological)		(721)		37.93
1. Statistics	127		6.59	
2. Biology	124		6.43	
3. Psychology	122		6.33	
4. Zoology	95		4.93	
5. Fisheries	72		3.74	
6. Geology	51		2.65	
7. Mathematics	43		2.23	
8. Botany	41		2.13	
9. Chemistry	30		1.56	
10. Others (e.g., Physics, Architecture)	26		1.35	
B. Engineering		(412)		21.38
1. Industrial	142		7.37	
2. Chemical	79		9.10	
3. Civil	51		2.65	
4. Electrical	39		2.02	
5. Mechanical	35		1.82	
6. B.S.	32		1.66	
7. Others (e.g., Geodetic, Mining, Metallurgical, etc.)	34		1.76	
C. Business Courses		(262)		13.60
1. BA	145		7.52	
2. HRA	110		5.71	
3. Tourism	7		0.36	
D. Medical Sciences		(261)		13.60
1. Pharmacy	80		4.15	
2. Hygiene	50		2.59	
3. Nursing	42		2.18	
4. Dentistry	33		1.71	
5. Others (e.g., Vet. Med., Medicine, P.T./O.T., etc.)				
E. Social Sciences/Arts		(257)		13.34
1. Economics	87		4.51	
2. Home Economics	29		1.51	
3. Foreign Service	28		1.45	
4. Others (e.g., Pol. Sc., Mass Comm., Fine Arts. Law, Music, etc.)	113		5.86	
F. Undecided	4		0.21	
TOTAL	1,927		100.00	

Table III
Number and Percent of UP-Government Scholars
Showing Levels of Measured Interest as Compared
To Their Expressed Interest

	Measured Interest							
Expressed Vocational Interest	Total		High		Middle		Low or None	
	F	%	F	%	F	%	F	%
A. Engineering	(57)	(28.50)	(40)	(70.18)	(5)	(8.77)	(12)	(21.05)
Chemical	23	11.50	15	26.32	3	5.26	5	8.77
Electrical	10	5.00	6	10.53	2	3.51	2	3.51
Others:	24	12.00	19	33.33	-	-	5	8.77
Mechanical, 7;								
Industrial, 5;								
Civil, 4;								
Metallurgical, 3;								
B.S., 3;								
Geodetic, 2								
B. Medical Sciences	(28)	(14.00)	(16)	(57.14)	(7)	(25.00)	(5)	(17.86)
Pre-Medicine	22	11.00	13	4.64	6	21.43	3	10.72
Others:	6	3.00	3	10.71	1	3.57	2	7.14
Nursing, 3;								
Occupational Therapy, 1;								
Med. Technology, 1;								
Vet. Medicine, 1								
C. Business Courses	(27)	(13.50)	(15)	(55.56)	(6)	(22.22)	(6)	(22.22)
Business Ad.	18	9.00	10	37.04	6	22.22	2	7.41
Others:	9	4.50	5	18.52	-	-	4	14.81
Economics, 8;								
Hotel & Rest. Adm., 1								
D. Physical Sciences	(35)	(17.50)	(23)	(65.71)	(7)	(20.00)	(5)	(14.29)
B.S. Chem.	12	6.00	7	20.00	4	11.43	1	2.86
B.S. Math/Stat	11	5.50	6	17.14	1	2.86	4	11.43
B.S. Physics	5	2.50	3	8.57	2	5.71	-	-
Others:	7	3.50	7	20.00	-	-	-	-
BS Botany, 1;								
BS Food Tech., 1;								
Biology, 2;								
BS Architecture, 3								
E. Social Sciences	17	8.50	12	70.59	2	11.76	3	17.65
Undecided	29	14.50						
No Record	7	3.50						
TOTAL	200	100.00	106	53.00	27	13.50	31	15.50

Table IV
Number and Percent of UP First Year Students Showing the Relation of Measured Interest to Their Expressed Vocational Interest

Expressed Vocational Interest	Measured Interest					
	Total		Related		Unrelated	
	F	%	F	%	F	%
A. Natural Sciences (Physical & Biological)	(303)	(50.50)	(96)	(31.68)	(207)	(68.32)
1. Biology	64	10.67	27	8.91	37	12.21
2. Statistics	64	10.67	5	1.65	59	19.47
3. Chemistry	57	9.50	28	9.24	29	9.57
4. Zoology	49	8.17	15	4.95	34	11.22
5. Geology	28	4.67	13	4.29	15	4.95
6. Mathematics	21	3.50	3	.90	18	5.94
7. Botany	20	3.33	5	1.65	15	4.95
B. Medical Services (e.g., Medicine, Pharmacy, etc.)	133	22.17	65	48.87	68	51.13
C. Engineering	104	17.33	57	54.81	47	45.19
D. Social Sciences	66	11.00	12	18.18	48	72.73
TOTAL	600	100.00	230	38.33	370	61.67

THE COVOTEP EXPERIENCE

by

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COVOTEP stands for Cooperative Vocational Testing Project. This month it completed its fourth birthday. Its reason for being has been the development of indigenous vocational tests. With the support and cooperation of various sectors, educational, industrial and governmental, the project has been under the leadership of the Guidance and Counseling Department of De La Salle University Graduate School of Education.

Rationale

Like any developing nation, the Philippines is in the process of experiencing increased industrialization which demands the development not only of its natural resources but also its human resources. While industries are confronted with problems of recruitment and high labor turnover, educational institutions, cognizant of their role in manpower development and training, are faced with problems of identifying those student aptitudes required by various programs in preparing young people for the future. Government agencies involved in the training of manpower and out-of-school youth are also beset by similar problems. In all these sectors, the importance of identifying those who have necessary levels of trainability or aptitude subsequent to their placement is a crucial issue. There is consensus in various sectors on the need for effective screening and placement instruments in both education and employment.

It was in response to this need that COVOTEP was organized with the endorsement, cooperation and funding of the Asia Foundation, the Department of Labor, the National Manpower and Youth Council, the National Science Development Board, various sectoral associations of industry and a few private firms. The project was initiated to provide a mechanism for studying more thoroughly testing in the Philippines in order to develop adequate testing instruments for selection and placement within schools, out-of-school training programs and industrial settings. With the development of valid measuring instruments, it was hoped that wastage of manpower resources stemming from nonidentification of potentials, improper selections and misplacement of personnel would be lessened, if not totally eliminated (Salazar, 1977).

Activities

The schedule of activities was divided into four phases. Phase I involved a Sectoral Conference that brought together representatives from industry, manpower training, the Department of Education and Culture, the Department of Labor, and educational institutions. This conference brought out the need for developing vocational tests for the Philippines and the need for evaluating existing vocational test materials.

Phase II was directed toward research on tests used in industry as well as in vocational schools. After consultation with other agencies involved in testing, it was decided that COVOTEP should concentrate on tests for industries while other agencies would work toward the development of a vocational aptitude test battery for schools. In this phase studies were conducted to determine the factors and skills required of workers in industries and to gather data on the manpower force. Research was also made on the content, construct and criterion-related validity of a set of local vocational tests, the Roxas tests.

Phase III aimed at the completion of job analysis that had been started in Phase II, and the construction of items for the preliminary form of the COVOTEP multi-aptitude test battery (MATB).

The job analysis conducted in various forms to obtain information regarding worker qualifications and done through direct observations and interviews revealed that lower-level jobs require mainly finger and manual dexterity, spatial ability and motor coordination, while higher-level jobs require verbal, numerical and clerical aptitudes and form perception in varying degrees.

It was also found that generally a worker or an apprentice needs to have more than one aptitude in order to be successful. It would seem that a great variety of tests would therefore be needed to measure various skills expected of workers. However, several factors clearly emerge from all the seemingly necessary tests, and it is possible to group many

86

occupations according to similarities in the skills required (Dvorak, 1956). Therefore, the same battery of tests may be used to measure abilities for various occupations.

With the completion of these studies, COVOTEP directed its efforts towards the development of a multiaptitude test battery suitable to Filipino workers in the industrial setting. The following tests were developed: Verbal Aptitude, Numerical Aptitude, and Clerical Aptitude. Finger and Manual Dexterity Boards were likewise prepared. The Roxas Form Perception, Space Relations and Motor Coordination tests, with revisions, completed the battery. The manual of instructions of test administration was likewise prepared. These eight tests, plus the General Aptitude Test Battery (GATB) developed by the United States Employment Service, served as a model.

Phase IV was devoted to field-testing, revising and validating the preliminary form of the MATB and setting norms for specific groups: trainees in out-of-school youth programs, students in technical schools, applicants and workers in some industrial sectors. Thus far, the staff has organized the revised test form and field-tested the same in several regions of the country. At present, the final and technical reports are being prepared. Statistical studies are being conducted to establish the validity and reliability of the tests. Some more criterion measures are being developed for various groups.

After the completion of the validity and reliability studies as well as the development of norms for specific groups, the final test form will be organized and publicity and accessory materials prepared.

Problems

The development of a MATB has brought about some problems which might be of interest to those who intend to work in similar projects.

1. Funding. To develop a test costs money and in the four years of COVOTEP's existence, funding has been a problem. With a limited budget, COVOTEP has been operating with a limited administrative and research staff. Initial funding was obtained from the Asia Foundation and some industrial firms for the first two phases of the project. Pledges of support from other companies and sectoral associations have to date remained unfulfilled.

The third phase was funded solely by the National Manpower and Youth Council (NMYC) while the present phase was funded jointly by the National Science Development Board and the NMYC.

2. Sampling. Another difficulty was obtaining samples, especially from industry. Few firms permitted us to test their workers on company time, and those that did usually did not have proper testing sites for use by their workers or would not allow testing times conducive for proper test atmosphere.

3. Language. The problem of communicating instructions to the examinees surfaced in our field-testing in several provinces in the Visayas and Mindanao regions. It is necessary to translate the English instructions, particularly for the nonverbal tests which are given to the unskilled and semi-skilled workers, into the local dialect. As an initial step to remedy the problem we have come up with the Filipino translation for the nonverbal tests and we look forward to having the instructions translated into major dialects in the future.

4. Criterion measures. The selection of appropriate criteria against which to validate the MATB has been another problem. Grades obtained in shop courses and performance ratings of supervisors have thus far been used as criterion measures for our student and trainee samples and for our industrial samples. However, the latter were not always readily available; there was also the concern that these criteria might be lacking in objectivity or might be contaminated by factors other than aptitudes.

The Future of COVOTEP

By the end of this year, we hope to have the final form of the Multi-Aptitude Test Battery organized, complete with its accessory materials. But in a project as extensive as COVOTEP, the publishing of the final form of the test does not necessarily mean the end of the job. A test is never a finished product. A continual process of evaluating, revising, and rewriting--in other words, continuous research and study on the MATB--is expected even after the end of Phase IV. In some sense, "a test is similar to wine; as it ages, it becomes more valuable and more useful." When the test is employed by others for research purposes and its results are related

88

to other phenomena, the value of the test becomes more widely established and its applicability and validity further extended.

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PHILIPPINE PSYCHOMOTOR APPARATUS

by

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Introduction

Any successful business or industrial enterprise requires superior manpower. At the recruitment and selection stage, candidates are subjected to intensive psychological test batteries to gauge mental ability, personality characteristics, and aptitudes. Applicants are likewise interviewed to probe into behavioral and attitudinal patterns.

Are psychological tests really valid measures of a person's potentials and can they assess required abilities and aptitudes? Or can they lead to misjudgment of a candidate for a job or promotion? Several factors influence their validity and thus lessen their usefulness. Most companies overlook a vital condition--the individual's psychomotor skill. This factor is apparently taken for granted if not completely ignored. The prohibitive cost and limitation in scope of foreign psychomotor or dexterity tests have led to restriction of their use in a great number of firms in the country today.

In response to business and industry's need for a more adaptive and comprehensive tool to measure the psychomotor and dexterity quotients and to ensure the required competence and efficiency in applicant/workers, the Philippine Psychomotor Apparatus (PPA) was devised. This preliminary manual serves as a guide to the Philippine Psychomotor Apparatus, which can be an indispensable management tool.

Description of the Test

The Philippine Psychomotor Apparatus is a finger and manual dexterity test designed to assist in the selection of employees in business and industry.

The PPA attempts to measure the degree of coordination of physical movements such as arm-hand movements in manipulating fairly large objects under speed conditions, as well as finger movements in manually operating small objects. The PPA may also be used as a color distinction test. An individual may be asked to identify and manipulate four basic colors (red, yellow, blue, and green) which are applicable in the operation of automatic and semi-automatic industrial machinery.

Administration and scoring are quick and easy. This is a "Level A" test. The only equipment necessary besides the apparatus is a stop watch, and only a small space is needed for carrying out the test. Administration and scoring take just 10 minutes.

The Apparatus is a rectangular, leather-covered wooden board which is divided into two portions. The inner portion contains slots and slits with colored plastic tiles and is referred to as the Manual Dexterity Board. The outer portion is called the Finger Dexterity Board. It has an aluminum sheet on the center where rivets and washers are assembled. When folded and locked, the entire case can be carried and stored conveniently.

The PPA has been administered to a large number of applicants, as well as to employees on the job, such as bank tellers, cashiers, electronic assemblers and welders, operators for automatic and semi-automatic machines, press operators, waiters, garment sewers and cutters, general factory workers, and the like. At present, the Apparatus is utilized with other applicants/ workers in specific operations in several industries.

Norms

The norms presented on the last pages of this manual are based on workers and applicants in four manufacturing firms. Since the motivation of workers in taking the tests may vary considerably from the motivation of applicants, the norms are presented only as guidelines in interpreting test scores.

Individuals scoring at or above the 90th percentile are found to be competent and productive workers, who contribute more effectively to a company than do low scorers. Individuals who score between the 79th and 85th percentiles can be expected to perform moderately and give satisfactory results. Those whose scores range within the 50th to 65th percentiles are likely to improve their momentum as soon as they have mastered the job. Individuals scoring below the 45th percentile tend to be accident-prone and unsatisfactory workers.

Companies are urged to build their own norms and to conduct follow-up validity studies in order to determine the most effective test score standards to use in selection and placement. However, as data are collected on the Philippine Psychomotor Apparatus, this manual will be revised to present more definitive and useful norms.

Validity

The validity of a test is a measure of its effectiveness in identifying those people who eventually will succeed and those who eventually fail. Validity studies in four manufacturing firms yield evidence that the Philippine Psychomotor Apparatus can be an effective aid in the selection and placement of workers. This claim is strengthened by the fact that, in these studies, an efficient and productive worker, once selected, remained consistently effective throughout the production process.

It takes time, however, for a test user to accumulate enough data to conduct his/her own validity studies. For this reason, the experiences of others in using the PPA are presented as evidence of the test's validity in specific situations. These studies are encouraging and may provide helpful information for prospective PPA users.

Reliability

One important test characteristic is its reliability, or the consistency with which it measures ability, aptitude, or dexterity. Its relative consistency--the degree to which individuals maintain the same relative standing in a group from one administration to another--is called the coefficient of reliability.

Table 1 presents the correlation coefficients of mean total scores in four manufacturing firms which indicate similarity in mean total scores and standard deviations. Selection in the textile and garment firm appears high as shown in their mean total scores of 30.05 and 30.31.

Table 2 shows significant correlation coefficients of FDT total scores that yielded evidence of strong similarity in mean total scores. Standard deviations are relatively low except for that of male workers in a semiconductor firm (14.75).

Intercorrelations in the industrial setting between the MDT and FDT of the PPA were calculated for 1459 production workers. The age range was from 18 to 26 years with a mean age of 21.

Table 1 Correlation Coefficients of MDT Total Scores

Variables	N	Mean	S.D.	r
Semi-Conductor				
female	100	25.16	8.8	.16
male	43	24.16	19.8	.39
Car Manufacturing	589	28.91	7.33	.14
Textile & Garment				
female-male	142	30.05	4.78	.26
male	32	30.31	5.9	.20

Table 2 Correlation Coefficients of FDT Total Scores

Variables	F	Mean	S.D.	r
Semi-Conductor				
female	120	28.86	6.2	.12
male	43	25.6	14.75	.29
Car Manufacturing	114	23.91	4.78	.9
Textile & Garment				
female	143	23.81	3.6	.08
male	83	21.75	6.8	.047

TESTING PROGRAMS AND MANPOWER DEVELOPMENT IN THE PHILIPPINES

by

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For the Philippine education and manpower development sector, the 70's have been a period of redirection, adjustment, and innovation. Since the promulgation of martial law on September 21, 1972, a number of reforms in the country's educational system have been instituted. The government's policy views education as essential to the attainment of national developmental goals.

Lack of human resources is a key problem in developing countries, and the Philippines is no exception. There are no easy remedies for the widespread unemployment. Productive use must be made of every available facility. Developing countries cannot waste resources by training people who may turn to less critical occupations after graduation.

Previously, the general open system of college and university admission created a swelling college enrollment. This produced many more college graduates than the labor market could absorb. The crucial need today is not for college graduates, but for trained middle level manpower. Thus the need for a nationally administered college entrance examination became clear.

The National College Entrance Examination (NCEE)

In response to this need, President Ferdinand E. Marcos issued Presidential Decree No. 146 on March 9, 1973. The objectives of this decree are to upgrade the quality of education and to maintain a healthy and viable balance of manpower stock. Also, it requires all high school graduates seeking admission to postsecondary degree programs to take the NCEE. A passing score on this exam is used as a national criterion for college admission.

The NCEE is a general scholastic aptitude test developed in the Philippines.

It measures a student's developed ability to cope with the intellectual tasks necessary to do college work. Scores on this test indicate the student's probability of succeeding in degree programs.

During the initial years of implementation, the educational community and the general public expressed misgivings. The National Educational Testing Center's first task was to establish its credibility and develop public confidence in its new service. This has required a steady effort to meet the real needs of students and institutions, to explain the Center's purposes as clearly as possible, and to do dependable work which was clear in its structure and open to public control.

This work has had good results. The NCEE has proven to be a legitimate predictor of academic success. The results of studies of the National Educational Testing Center and other individual research are consistent. By and large, the higher a student's test scores are on the NCEE, the greater the probability is of succeeding in college. The NCEE scores, when used in combination with high school grade point average, are even better predictors of college success. The test is about equally predictive for low, middle, and high income groups.

The impact of the NCEE is obvious. Overall, college enrollment is reduced. Studies on the trends of postsecondary freshmen enrollment covering the period of 1973-77 (using 1973 information a baseline data) show that the decrease of enrollment in degree programs was evident in a majority of the schools included in the study. Enrollment in academic programs with an oversupply of graduates (such as teacher training and liberal arts) decreased drastically, while a noticeable increase occurred in enrollment for short-term postsecondary courses or the so-called vocational-technical courses.

While the initial evidence seems to indicate that the NCEE objective of maintaining a viable balance of manpower resources is slowly being attained, training the right number of students in each field of specialization has not yet been achieved. This reflects the lack of a sound, updated educational and manpower plan. The National Educational Testing Center is attempting to respond to this need by developing the Philippine Specific Aptitude Test Battery to complement the National College Entrance Examination for occupational or career guidance. It will be administered to students in the third year of high school.

Assessment Instruments for Accreditation and Equivalency

As early as 1972, the Secretary of Education and Culture began to give increasing recognition to nonformal education. Education was seen as the essential factor for achieving the social goal of equality, for in education an "underprivileged" individual is given opportunity for vertical movement in our society. President Ferdinand E. Marcos expressed the same idea in his call for the institution of a coordinated effort at manpower development, for both inschool youth and those who drop out. He emphasized the roles of the school and community in continuing education.

As of 1976, it was estimated that over 5,000,000 Filipinos of school age were out of school for various reasons, mostly economic. The most recent data on dropouts show that only 45 out of every 100 who enroll in first grade finish elementary school. Thus more than half of first grade enrollees join the ranks of school dropouts.

In line with the government's efforts to develop and utilize to the fullest, human resources at all age levels, school dropouts are encouraged to continue their education, formal or informal, or to train for appropriate jobs. The educational placement test has been developed as an instrument to assess knowledge and work experiences in various areas for which academic credit will be given. This equivalency may be used for grade/year placement in the formal school system, for manpower training, or for job placement.

In brief, the instrument is designed, first, to retrieve school dropouts and place them in the formal educational system, if they wish; and second, to accredit and validate work experiences of school dropouts for promotion, entry to training, employment, and self-fulfillment.

In the effort to offer every Filipino the maximum benefits of education from all possible entry points, equality of opportunity should not be confused with identical opportunity. The programs that the Philippine educational system offers must be in tune with the changing needs of society and with the varying desires and capabilities of each individual through the national testing programs. An earnest attempt is being made to show that equality and individuality can co-exist and that learners with different competencies can complete appropriate educational programs. This approach to human resource development is essential for national progress.

VOCATIONAL COUNSELING IN THE PHILIPPINES

by

Dr. Lily Rosquete-Rosales
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Professor and Officer-in-Charge, Dept. of Counselor Education
University of the Philippines

I would like to underscore the complexities of vocational counseling in the Philippines caused by the necessity of dealing with the present society as students prepare for the world of the future. Additionally, there is the difficulty of taking into account both personal psychological data and occupational data while developing understanding of the individual as a whole.

Many have argued that "counseling is counseling," denying the separate existence of "vocational counseling," or the assistance a person is given for entry into work or for help in making work adjustments. I was one who argued this until the Fund for Assistance to Private Education in the Philippines and De La Salle University undertook a joint project on encouraging rational career choice in the Philippines. I became the Project Consultant. The result was the Manual for Career Counseling (produced under the supervision of Prof. Josefina O. Santamaria) which took the view that career counseling was not an isolated activity. The Manual took a broad overview, concerning itself with educational plans, choice of an occupation, and life style (married or single, full-time homemaker or employed wife and mother, etc.).

Why vocational counseling in the Philippines? Social scientists have described the Filipino as a unique person. He is an entity by himself, but his life-style has been influenced by the "baranggay" or old values, by Western, and by Asian values. These value systems may conflict with one another.

Let me give a brief historical perspective on guidance in the Philippines, in the hope that this will explain the difficult but progressive stages during which professional counseling evolved in our country.

- Guidance as it is now thought of was practically unknown in our country before 1925. In 1932, Dr. Sinforoso Padilla started a psychological clinic, and the intellectual basis for counseling was introduced.
- Psychological testing and counseling were used in the Bilibid Prison, the country's national penitentiary, in 1934. In 1939, psychological testing and counseling were used in Welfareville.
- During 1939-49 the Division of City Schools of Manila recognized the need for school counselors and appointed the deans of boys and the deans of girls to serve in this capacity.
- In November 1945, the first guidance institute was held in Manila at the National Teachers College with United States Army psychologists as resource persons. A direct result was the organization of the first association of guidance counselors, called the Guidance Association of the Philippines.
- In 1951, the Joint Congressional Committee on Education stated that every secondary school should have a functional guidance and counseling program. The Philippine Association of Guidance Counselors was organized in 1953. Both associations are now defunct.
- In the early 1960's, Brammer was the leader of the guidance movement in the Philippines. By the middle of the 1960's, the Philippine Guidance and Personnel Association, Inc. was born. Its membership has now surpassed the 2,000 mark.
- In the early 1970's, the University of the Philippines Guidance System was created after Dr. John Krumboltz's visit to the University. In the middle 1970's, the Philippine Vocational Guidance Association was organized. The name to remember now is Dr. Garry Walz.

What is counseling in the Philippines today? Whenever I am teased by my students at the U.P. into prioritizing guidance techniques, I insist, "Number 1, of course--client-centered counseling! And no behavioral objectives!" I like the Carl Rogerian philosophy and I like and I use the growth forces theory.

Vocational counseling in the Philippines is not only a 1970's concern.

It is an old, old concern--as old as the primary institution in the Philippines. Choosing a child's occupation and the place to obtain preparatory training is a family affair. It involves the family finances for the duration of the training and education and affects the prestige and social mobility of the family. Data have indicated that parents often put pressure on their children to take up law, medicine, or engineering, regardless of abilities or aptitudes, because these professions would provide economic security and give social status to the family. Parents also put pressure on their children to follow the occupational pathways that they, themselves, failed to take, or the vocations of wealthy or influential people in the community.

Students do not generally make their own decisions. Child rearing practices in the countryside do not emphasize self-reliance and the development of decision-making skills. There are limited opportunities to develop decision-making competency. The authoritarian atmosphere in many schools and the "I know better than you because of my age and experience" attitude stifles initiative, self-responsibility, and the opportunity to set one's own goals.

The family's welfare usually has priority over individual choices. Older children are expected to "sacrifice" their desires so that younger siblings can go to school by entering a two-year certificate course which will lead to gainful employment rather than a 4 or 5 year curriculum for a bachelor's degree, or by postponing further studies, or marriage plans. This picture is not as dreary as it seems; it has the advantage of promoting close family ties and family responsibility.

Vocational counseling in the Philippines can hardly proceed without taking into consideration the socio-cultural context within which the counselee and counselor operate. In spite of the increasing pressure on the Filipina (the female of the Philippines) to "liberate" herself from the traditional roles of wife and mother, she is still expected, even if she has a full-time job, to put the family and home above her own desires for career or vocational development. The prevailing attitude affecting choice of vocation is that formal education is, even in the 1970's, felt to be an avenue to social mobility. A prospective employer may say, "If it takes a long time for the office of the registrar to issue your transcript of records, just bring me your diploma."

In addition, there are certain cultural concepts which influence attitudes toward vocational planning. "Bahala na," which means "leaving things to chance," discourages or even destroys decision-making and analytical thinking. A student says, "I will enroll in fisheries." His friend says, "Are you sure you like to go out in the open sea, catch fish, and do research on them?" He will answer: "Bahala na."

It is said that regardless of aptitudes and abilities, one can succeed in any endeavor if he has "tiyaga" (a combination of endurance, patience, and ability to suffer) or if one just prays hard and long for blessings from heaven ("magdasal ka araw-araw-siguradong pakikinggan ka ng Diyos," which means "Pray every day; surely the Lord will hear you.")

"Hiya" is a Philippine value that also influences one's choice of a profession or vocation. It literally means "It is embarrassing." It is "nakakahiya" to be a carpenter if one's father is an executive in a big business firm. It is "nakakahiya" to be a classroom teacher if one's mother is an outstanding lawyer. It is "nakakahiya" to be a psychologist if one's parents are separated or if one's brother is mentally ill. Such concerns put pressure on a person's decision-making and make counseling even more difficult.

In addition, counseling is difficult because it requires skills and competencies which take some time to learn. It is further complicated by having to deal with today's society as well as what the world of work will be like ten or twenty years hence. The Fund for Assistance to Private Education has undertaken the development and production of materials which provide a comprehensive picture of the outlook, prospects, and opportunities in different careers and occupations in this country.

We examine the individual in his totality. We analyze the psychological data--academic aptitudes, special aptitudes, strengths and weaknesses--and then the social data which provide a framework in which to interpret the psychological data. These are factors such as occupational level of parents, vocational achievements of the subject's brothers and sisters, industrial and cultural resources of the home and the community, educational experience of the individual, and leisure-time activities.

With the improvement of testing techiques, it has become possible to measure an increasing number and variety of important psychological characteristics. But the psychological study of a person's abilities and personality traits requires more than testing techniques. Our primary goal is not to match people with existing job vacancies in the community or in the country. We seek to understand the obstacles to growth and development in the person, to assist the person in understanding and removing these obstacles, and to encourage psychological growth. If the growth force in the individual is released from all restrictions, he will be better able to adjust to his environment.

The increasing migration to the Metro Manila area presents extreme problems. Living conditions, labor problems, and school problems have become complex. Thus, there is an urgent need to help people who have come here to make vocational adjustments and facilitate smooth functioning of the economy through the effective use of manpower. There is an increasing need to focus attention on countryside development and the world in which Filipinos live, as well as on the research findings such as the discovery of a shortage of labor in our lower occupational groupings like farming, fishing, logging, and mining. This is why some guidance counselors are more impressed by exploratory activities in school and on the job than by appraisal and counseling. They have more faith in the ability of the individual to "find himself" as a result of exposure to a variety of experiences.

The effective vocational guidance counselor is one who knows when and how to use the various techniques of counseling, and when and how to help the counselee engage in activities that will help him obtain insights and information. Counselors in the Philippines have used different approaches in vocational counseling, such as trait and factor, person-centered, psychodynamic, developmental, and behavioral. Counselors either use one approach exclusively or evolve their own counseling style. They have freedom, but it is a freedom that includes responsibility. So much depends on the counselor's philosophy of life, philosophy of counseling, belief in the nature of man, level of expertise, skill in counseling, and time available. Much depends on the person being counseled, and his social environment.

Counselors are encouraged to make use of the Information Materials Pool--sources of occupational information, manpower projections in the Philippines, overseas employment trends, career clusters and trends, classified occupation career surveys, checklists, psychological appraisals, and counseling models for references.

In light of the needed reforms in our educational system we are shifting from the traditional concept of crisis-oriented and test-oriented services to one of a service that is concerned with growth and development of the total person. Counseling is now oriented towards life careers. Counselors will now have to consider things of the future, things not under theirs or anyone else's exclusive control. It is a preparation for tomorrow's world, a world that is difficult but not impossible to predict.

VOCATIONAL SERVICES FOR THE SEVERELY HANDICAPPED IN JAPAN

by

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Employment of the Handicapped

While physical handicaps do not always mean vocational handicaps, the fact is that the job opportunities for the physically handicapped are quite limited in Japan.

According to the latest survey, the total number of the physically handicapped 18 years old and over is 1,314,000, while the number of handicapped employees is 579,000 and the employment rate of the handicapped is 44.1%. We have 735,000 (55.9%) jobless handicapped. Among the handicapped workers, the number of full-time employees is 211,000 (36.5%). Sizes of employees' agencies are as follows: 45,000 (21.5%) for the handicapped workers, who are employed by large private agencies with more than 1,000 employees and public agencies, and 242,000 (41.8%) for self-employed handicapped workers. The majority of those self-employed (205,000) have no employees working under them. Those in management work number 16,000 (2.8%), while the number of part-time employees and day laborers is 26,000 (4.5%).

Among the physically handicapped, cerebral palsy victims have the most limited job opportunities (see Appendix), and the most urgent task for vocational rehabilitation workers in Japan is to find suitable jobs for them.

In addition to the cerebral palsied, the numbers of handicapped suffering from cerebral vascular accidents are increasing, and as most of them are older, their job chances are as limited as the cerebral palsied cases.

The Services for the Unemployable Physically Handicapped

Job opportunities for the employable handicapped will gradually increase due to the amendments to the Physically Handicapped Persons' Employment Promotion Law as well as new job developments.

But there remain those handicapped who are unemployable due to the severity of their handicaps, and even though they receive vocational evaluation and training services, they are not able to benefit from manpower development programs. It will be necessary to adopt different approaches to solve the needs of these severely handicapped.

Although the concept of community care is rather new to us, the emphasis of services to the handicapped has gradually shifted from institutional care to community care. For example, the sheltered workshops, long regarded as one type of institutional case, have been required to have dormitories attached to factories. Recently there has been a trend toward workshops without the dormitories--quite a new phenomenon in the vocational rehabilitation field. At present, these new workshops are operated by parents who have handicapped children, without any government supports. In the long run, this new workshop movement will become the mainstream service for the severely physically handicapped. The range of income for the handicapped workers in the new type of workshops is wide, but the average is quite low. The purpose of the workshops is not to provide a livable income, but to make life meaningful through work.

New Direction of Vocational Rehabilitation for the Severely Handicapped

In the past, eligibility for vocational services has been decided by economic need. We should change this system in order to respond to the vocational needs of all severely physically handicapped. Even though they cannot achieve independence through their incomes, they can be provided with vocational services. The most important problem for vocational rehabilitation workers is to guarantee suitable work opportunities for the severely handicapped so that they can live their own lives within community settings.

APPENDIX

Employment of the Cerebral Palsied

There is little question that cerebral palsy frequently presents a number of divergent problems. For example, problems in speech, dexterity, ambulation, and not infrequently low measured intelligence, etc. Employment for the cerebral palsied (C.P.), as for all persons, is dependent largely on functional ability. As many jobs require a premium of ability in manual dexterity and communication, the C.P., as a group, are at a greater disadvantage than many other handicapped groups. Jobs which were felt to be suitable for C.P. in the past are now coming under closer scrutiny. Questions are now being raised relative to 1) the limited number of job options for this group, 2) the possibility of the retarded C.P. in the labor market, and 3) just how satisfying or rewarding are the jobs which employed C.P. are engaged in.

According to a survey conducted in 1965, the employment rate for C.P. was found to be 32%. Another survey conducted in 1970 shows an increase to 55%. 50% of the persons in the later survey were salaried, while the remaining were either operating their own business or engaged in housekeeping at home or for others. The employment rate for the female C.P. in the former survey was only 7%, however, it did increase to 37% in the 1970 survey. Very few women, however, were receiving salaries. Vocational training for the female C.P. has long concentrated on sewing, even though there has been a decline in job options in this area. Further, these surveys showed that the female C.P.s who were in permanent employment were less handicapped compared to their male counterparts and also a majority of them were able to write. The second survey revealed that some female C.P.s were engaged in clerical work or manufacturing. These surveys indicated that the families of C.P., as well as their schools, did not look closely at this problem, nor at what the future world of work would hold for this group. According to another survey, relative to jobs held by C.P.s, only 3% were working in service industries, while 69% were either engaged in skilled work or in some manufacturing process. Service jobs usually involved care and maintenance of buildings.

Cited from: Tsukuda, N, et al. A study on the suitability of elevator operation for the cerebral palsied. Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically and Mentally Handicapped, 1973, 39-40.

VOCATIONAL COUNSELING FOR THE DISABLED

by

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Since the last world war, more attention has been given to the vocational aspects of rehabilitation and in particular to developing vocational guidance and assessment as well as work preparation for the disabled. In various developing countries, special centers have been set up highlighting such activities in combination with medical, para-medical, educational, and other rehabilitation services.

Philosophy

If the disabled are to take advantage of their inalienable right to an equal share of employment opportunities with the nondisabled, it is essential that every effort be made to ensure that the employment they are offered is within their physical and mental capacity. This will involve a process of total evaluation of the disabled person, taking into consideration not only his vocational training and employment potential, but also other related factors.

The Vocational Guidance Process

Vocational guidance of the disabled person is essentially no different from vocational guidance of the able-bodied. However, because of the uniqueness of his disability and the variable environmental circumstances, the process becomes more elaborate or more time-consuming.

The process is a continuum of services and activities which assist an individual in solving problems of occupation, taking into consideration his personal characteristics and their relation to employment opportunities. It is based on free and voluntary choice on the part of the client. Its primary objective is to give him full opportunity for personal development and work satisfaction with due regard for the most effective use of national manpower resources.

The vocational counselor plays an important role in the vocational rehabilitation process. He must use inter-personal skills to help the client deal with problems in the world of work.

Vocational guidance is the process of gathering, interpreting, analyzing, and synthesizing all vocationally significant data (medical, social, psychological) regarding an individual, and relating it to occupational requirements and opportunities. The process includes some or all of the following:

1. The initial interview to help the counselor understand as much about the applicant as may be necessary to assist him in his vocational adjustment.
2. The review of the client's vocational history in order for the counselor to acquire an understanding of his aptitudes, occupational skills, and work habits developed through past employment, as well as his vocational interests and ambitions.
3. The evaluation and assessment of the educational level at which the client is functioning and his potential for further education and training, in addition to the formal level completed.
4. A careful examination of the medical evaluation in order to establish the nature and extent of the disability, an appraisal of the general health status of the individual to determine his capabilities and limitations.
5. Study of the psychological evaluation to enable the counselor to help the client understand himself and gain better insights into his relative strengths and limitations.
6. Study of data relating to the client's social relationship with peers, family, and community.
7. Exploration of ranges of employments available and suitable to the skills and capabilities of the client.
8. With the above mentioned data the counselor and the client now plan the rehabilitation services needed to effect the client's preparation for the adjustment to a job.
9. An exploratory period is provided for the client to experience actual training or work situations. This enables him, with the help of the counselor, to decide on his vocational goal.

10. Permanent scheduling in a vocational course or on-the-job-training in a particular trade is provided.
11. Follow-up through observations on the job or training.

The Vocational Counselor

The nature of the activities of the vocational counselor encompasses various skills in the vocational areas, as well as the generic skills of those professionals concerned with rehabilitation. He should be able to conduct meaningful interviews; and he must possess the sensitivity to recognize the measures of interpersonal relationships. He should also have a complete understanding of situational psychodynamics, as well as the ability to use appropriate therapeutic measures. More importantly, the counselor must be able to channel these abilities into dealing with problems of work and vocational choices of the disabled.

Vocational counseling does not take place in a vacuum. In making appropriate vocational plans, the counselor also makes certain that these plans are implemented when it is most appropriate for the client. The experienced counselor recognizes the effects of diverse life situations upon a client's own aspirations when planning for his integration into the community and the labor force. Suddenly shoving the client into independent living after a recent traumatic experience, such as the loss of a loved one, or release from a halfway house, may be inappropriate and overwhelming.

The counselor must be aware of his crucial role in vocational rehabilitation and his contribution to the placement of the client in the labor market. A practical service such as job placement may sometimes involve dialogues with employers in acquiring a thorough knowledge of the labor market. Here the quality of his services may be measurable in quantitative terms, namely the number of clients he has helped become successfully employed.

The Philippine Experience

In vocational rehabilitation in the Philippines the task of vocational counseling is the responsibility of the guidance psychologist who functions both as a vocational counselor and a psychologist, and when necessary even as a placement officer. The merging of these roles became necessary to maximize the services of qualified staff, to ensure continuity of service, and to overcome personnel and logistic limitations.

Most, if not all, of the guidance psychologists in the rehabilitation facilities of the Department of Social Services and Development are psychology graduates equipped with adequate knowledge of psychological testing and counseling. This knowledge is further enhanced by intensive on-the-job training provided by DSSD to enable them to develop the necessary skills needed in rehabilitation.

The guidance psychologist's contributions to vocational rehabilitation are his special training and ability to combine medical data from the physician, data on social relationships in home and community from the social worker, trade skills from the instructor, psycho-vocational data based on his own training in testing and counseling, and relevant information and exposure to the world of work obtained from the placement service and other sources. He transmits these data to the client or trainee through the counseling process, thus enabling him to arrive at a vocational plan which is acceptable to both the client and himself. This promises the client the best possible chance of achieving job satisfaction and vocational success. The counselor, with the help of the placement officer, tries to fit the right man to the right job.

The counselor utilizes several counseling and assessment processes, methods, and techniques to enable him to assist the client achieve his vocational goal:

1. A one to one counseling relationship--the counselor conducts individual counseling to help the client acquire insight into his capacities, aptitudes, interests, and personal characteristics related to his vocational rehabilitation.
2. A pre-vocational unit which is a vocational evaluation laboratory--the client has a trial in the performance of a wide variety of work experiences, within a specific period of time. The program for each individual is planned according to his physical capacities, mental outlook, emotional adjustment, and other services provided to him by the center. The basic skills and job operation evaluated in the unit are fundamental to occupational areas such as garment trades, clerical, practical electricity, vending, semi-skilled jobs, etc. The evaluations are based on standards which have direct relationship to employment requirements.

3. Group counseling--the counselor, working with a group of clients, prompts them to share their experiences in vocational rehabilitation. Vocational adjustment problems are discussed, and solutions are suggested by the peer group. Information on the job availability, job application, and other activities relating to job preparation and entry are thoroughly discussed. Their experiences are compared and evaluated. Group pressure and support is provided.
4. Perceptual Motor Skills Training--in this latest technique, a set of manual tests is utilized, particularly with the blind, to improve gross manual and bi-manual coordination, finger dexterity, tactile discrimination, speed of arm movement, single memory, and memory development. This training takes as much as ten days or more, depending upon the capacity of the client. It helps prepare individuals to assume work operations requiring these skills. Among the blind, the PMST provides the counseling team with a guide to orientation and mobility skills, daily living skills, and social and communication skills. For an example of the Perceptual Motor Skills Training, refer to the Social Case Study at the end of this essay.

Conclusion

The goals of any rehabilitation program should be clear and its limitations accepted. Any actions taken within the perimeter of the rehabilitation process will depend on the needs and circumstances of the prevailing social and economic conditions. Our traditions, culture and politics, and the circumstances in each community shall spell out the priorities. The progression involved in a rehabilitation process is certainly a highly complex and demanding one, but the rewards are great. It is our professional responsibility to determine strategies that will utilize the disabled--the vast storehouse of untapped manpower. Then we can truly say that the disabled have become contributing partners in the development and progress of our nation.

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NATIONAL VOCATIONAL REHABILITATION CENTER

Bureau of Rehabilitation
Department of Social Services & Development

Republic of the Philippines
Barranca, Quezon City

SOCIAL CASE STUDY

Identifying Data Re: Rudy Perez
Sex: Male Age: 33 Civil Status: Married
Religion: Roman Catholic
Educational Attainment: First Year College Pre-Med
Nationality: Filipino
Disability: Visually Impaired (Blind)
City Address: No. 2 Callejon J. P. Rizal, Project 4, Q.C.
Provincial Address: Concepcion, Tarlac

Case Study

Rudy began suffering from blurred vision in 1963, and totally lost his sight in 1968. In January, 1975 he availed himself of the services of the National Vocational Rehabilitation Center of the Department of Social Services and Development (DSSD), and became an active trainee for one year.

Massage was his major course. While in the Center, he actively participated in all activities. One of his greatest accomplishments was an inspiring song, "NVRC March," an original composition. He is also a versatile writer, and was awarded the Big Gold Trophy which he won as a writer in October, 1976 during the Metro Manila Balagtasan contest. He won three gold medals during the Philympics '77. He graduated as most outstanding trainee in Massage with a special award, a braille watch, from the Bureau of Rehabilitation Director. He was one of the Philippine delegates to the International Games for the Blind held in Jakarta, Indonesia, March 15-19, 1976.

After his graduation he volunteered as a massage instructor under Mr. Ibanez, the regular instructor. Because of his satisfactory performance, he was employed in the same job by the Department as a cash assistance worker from May to December, 1976.

In January 1977, he was given Perceptual Motor Skills Tests for ten days. His performance was satisfactory, and he was recommended to Floro Photo. He was hired as a film processor in April 1977. After a probationary period, he was given a permanent appointment on September 23, 1977 at P10.00 a day with P110.00 allowance per month. He also earns P400.00 a month through massage home service. His gross income has reached about P800.00 a month.

Rudy is married to a physically handicapped woman, who is employed as a secretary to the Bureau of Rehabilitation Director. They now have a baby girl, born in August 1977.

His personal and professional growth provide a good example of rehabilitation effort. Effective counseling and guidance played an important role in his development.

(SGD.) Judith Isican
Senior Social Worker

NOTED:
(SGD.) Teresita S. Brazil
SAS Supervising Social Worker

GUIDANCE INFORMATION WEEK FAIR

by

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Centre for Educational and Vocational Guidance
Department of Educational Techniques
Ministry of Education, Bangkok, Thailand

At the end of every school year a great number of Thai students in grades 7, 10, and 12 face the crucial problem of deciding where and how to continue their education or what occupation to pursue. The problem is made worse by the lack of available information about the educational and vocational worlds. Counselors themselves often lack information, and therefore are unable to help. The result is a great human and economic loss.

To solve these problems, the Center for Educational and Vocational Guidance of the Ministry of Education in Thailand has worked with several governmental and nongovernmental agencies to organize the Guidance Information Week Fair for students and the general public. The main aims of the Fair are:

1. to provide educational and vocational guidance to students who need to further their studies or to choose a career;
2. to exhibit educational and vocational data, charts, tools and information useful to both students and the general public; and
3. to unite educational and vocational agencies at various levels to prevent needless waste of human and economic resources.

The annual Guidance Information Week Fair lasts five days. Activities are designed to attract the students' interest. They include discussions by educational and vocational experts, chart displays and demonstrations by various agencies, a testing service to measure educational achievement and vocational aptitudes, an individual counseling service, and movie and slide shows on educational and vocational activities.

Besides a number of governmental departments and agencies, participants include all the vocational colleges in Bangkok and all the colleges and universities of the Higher Education Bureau. These participating agencies provide their own budgets and activities for the Fair. The Center for Educational and Vocational Guidance acts as executive coordinator, providing discussion programs, display boards, refreshments and all necessary services.

Each day at least 5,000 interested youths from Bangkok and nearby towns attend in order to get information and enjoy the activities. The Center for Educational and Vocational Guidance is now working to popularize the concept of the Guidance Information Week Fair in other parts of the country, so that the importance of guidance information services will be recognized throughout Thailand.

CAREER INFORMATION RESOURCES IN THE PHILIPPINES:
THE CAREER MATERIALS DEVELOPMENT PROJECT

by

Professor Josefina O. Santamaria
Director, CMDP
De La Salle University, Manila

The Career Materials Development Project (CMDP) is one of the projects of the Department of Guidance and Counseling, Graduate School of Education, De La Salle University. It is geared toward the development of indigenous career materials for use by students, including the field-testing of the materials to determine their comprehensibility, practicality and appropriateness, and the distribution of these materials. The project was organized in 1973 under the joint sponsorship of the Graduate Center for Guidance and Counseling of the De La Salle University and the Office of Vocational Preparations of the National Manpower and Youth Council (NMYC).[1] The Fund for Assistance to Private Education (FAPE) was also a co-sponsor in the initial two phases of the project.[2]

Conditions that Provided Impetus for the Creation of the CMDP

Prior to 1973, when the Graduate Center for Guidance and Counseling of this University conceived of developing materials to support its Counselor Education Program, there was little, if any, locally-produced information on the world of work in the Philippines. There was no organized information about career opportunities available for use in career planning and decision-making. It could be inferred that the career choices of youth did not include a consideration of the employment market and manpower trends or of occupational prerequisites--training, skills, aptitudes, and interests.

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[1] Created by Republic Act 5462 in 1969, the National Manpower and Youth Council (NMYC) is entrusted with planning, programming, and implementing accelerated skills training. It is the central authority and policy-making body charged with manpower planning and development programs in the Philippines.

[2] The Fund for Assistance to Private Education (FAPE) was created by Executive Order 156 in 1968 to provide financial and assistance services to the Private Education sector in the Philippines.

The unemployment problem has always posed a challenge to our government. The problem of the "educated unemployed" is particularly serious. The Ranis Report considers the Philippines as an "overeducated country" with the highest literacy rate in Asia.[3]

As expected, the Philippines also has a higher rate of unemployment among the educated than any other Asian country, with unemployment heavily concentrated among youth ages 17-25.[4] Colleges and universities produce about 10,000 college graduates every year, of which only an estimated 40% are able to find employment within a year after graduation. Even among those who find employment, many accept jobs that do not utilize their abilities and training. Thus, we have engineers working as technicians, while graduates of law, education, liberal arts, business administration, medical technology, and dentistry work as clerks and salesmen. The unemployment of "highly educated" persons co-exists with the dearth of manpower in the mechanical, electrical, chemical, and communication fields, in agriculture and fisheries, and in other industries which have been identified as vital to the country's social and economic growth.

The Presidential Commission to Survey Philippine Education (PCSPE) cited the following reasons for the absence of an efficient choice process among Filipino students: lack of guidance and counseling in the early years of high school and lack of information concerning job alternatives and the incentive scales for jobs.[5]

One of the PCSPE's recommendations was the "establishment of an information service to provide students with adequate and reliable information on (1) school offerings and possible measures of the quality of those offerings; and (2) expected employment opportunities and income potentials corresponding to educational programs."[6] The purpose of such an information system is to promote the voluntary streaming of students into relevant employment opportunities as a means of eliminating the imbalance between the outputs of the educational system and the manpower demands of business and industry under the New Society.

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[3] Dr. Gustav Ranis of the Yale Economic Growth Center, USA, was commissioned by Philippine President Ferdinand E. Marcos to study employment problems and policies in the New Society. His paper entitled "Technology Choice, Employment and Growth" was published in September, 1970.

[4] Ibid.

[5] Created by Executive Order 202 in 1969, the Presidential Commission to Survey Philippine Education (PCSPE) undertook a thorough study and assessment of Philippine education, particularly with reference to its relevance to national development goals.

Nature of Career Materials Developed by the CMDP

On the assumption that career choice is a process that spans a period of time and that this process generally includes career awareness, identification with role models, career motivation, and career exploration, the CMDP has developed indigenous materials for students in the elementary, secondary, and tertiary school levels as well as for out-of-school youth. Written both in English and Filipino, these materials include:

1. Coloring books on the Filipino farmer and fisherman for Grade 1 pupils which provide information on what the farmer and fisherman do for a living, what tools they use, the products they get from their tools, etc.
2. Readers on the Filipino farmer and fisherman for Grades 2 and 3 pupils. These readers give additional information by bringing in the concept of career requirements in terms of aptitudes, abilities, interests, education, training, etc.
3. Biographical readers for Grades 4 through 6. These readers describe how several Filipinos developed awareness and motivation for work, how they explored their interests and abilities, and how they made their career decisions.
4. Occupational monographs describing career opportunities in agriculture, fisheries, accounting, engineering, technical and the mechanical, electrical, chemical, secretarial, and marketing fields. Each monograph contains information on the nature of the work at the skilled, technical, and professional levels of the occupation; actual working conditions including occupational risks and hazards;

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[6] Ibid.

salaries, wages and benefits; education and training needed for each level; opportunities for advancement; desirable attitudes, aptitudes, abilities and interests; present manpower demands for the occupation; trends of employment in the occupation for the next 5-10 years, etc.

5. Industrial monographs. These materials contain information about industries that are given various incentives by the government because they contribute to economic growth. Each monograph describes job opportunities at various levels, including education and training required for entry and for advancement, actual working conditions, manpower demands, employment prospects in the industry, etc. The CMDP has developed materials giving information on career opportunities in the textile, shoe-making, drug manufacturing, graphic arts, hotel and restaurant, mining, ceramics, and transportation industries.
6. Occupational briefs. As the term implies, each of these materials contains a short description of a specific occupation, such as mechanical engineer, mechanical technician or mechanic. In question-and-answer form, the brief gives answers to such questions as: What does he do? How does he get a start? What qualifications are needed? What educational preparation is required? Where is employment available? What are the working conditions? How much does he/she earn? What are the possibilities for advancement? To date, the CMDP has developed briefs on 15 occupations such as electrician, sheet metal worker, welder, mining engineer, etc., all of which require only printing before they can be used.
7. Illustrated or comics pamphlet. Available in Filipino, this pamphlet, which is entitled "Hagdan sa Tagumpay," gives true-to-life accounts of six out-of-school youth who obtained useful skills that enabled them to be self-employed, help their families, and provide employment for other out-of-school youth in their community.
8. Sound-slide presentation. This audio-visual material in Filipino is entitled "Pare, Trabaho Ito." It gives information on employment opportunities in the mechanical and electrical fields which do not require a college education.

9. Handbooks for high school teachers. These provide the teachers of Social Studies, Communication Arts (English), and Filipino with suggested strategies and techniques for making their subjects vocationally relevant. They show how career information can be integrated in these three areas of study for the entire school year, from the first through the fourth year of secondary school.
10. Handbook for guidance counselors. This handbook shows how to set up a career guidance program; how to identify and use local community resources; the approaches, methods and techniques for use in delivering career information within the context of an existing guidance program.
11. Brochures for students and guidance counselors. These present in outline form the various jobs which require a high school education and those which do not; jobs which require vocational and technical training; as well as jobs requiring college education.

Appendix A of this paper gives a list of all CMDP career materials developed since 1973, most of which have been field-tested, revised, and mass printed for general distribution.

Research Methodology

The CMDP maintains a small staff of full-time researchers and part-time interviewers. In its production efforts, it contracts the services of professional writers and editors for the level of the target users. It has a board of consultants who evaluate career materials at various stages of production.

The procedures the CMDP employs in gathering the data for the occupational and industrial monographs are:

1. Identification of priorities in manpower needs.
2. Identification of industries and occupations for research.
3. Review of local literature on industries and occupations.
4. Identification of professional and trade organizations and schools from which to draw technical consultants as well as companies that represent the industry and individuals representing the occupations at various levels.
5. Field research--interviews with personnel and production managers, etc.; observing actual working conditions.

6. Validation of interview data by interviewees.
7. Organization of data and preparation of a summary.
8. Evaluation by technical consultants.
9. Writing and editorial work.
10. Preparation for printing.

The flowchart (Appendix B) shows the CMDP model in the production process.

Present and Future Activities

The CMDP is presently involved not only in the production of additional career materials but also in promoting utilization of career materials by students, out-of-school youth, and parents. In early 1977, the staff of the CMDP gave several career education workshops to high school teachers of Communication Arts-English, Filipino, and Social Studies (and to their school administrators) in order to help them integrate career information and career education concepts into their teaching units. Students are encouraged as part of the classroom activities not only to be aware of the need for career information but also to get it from primary sources, i.e., from persons in their own communities. The CMDP staff also conducted career guidance workshops for guidance counselors and school administrators to train them in setting up career guidance programs and utilizing career information in counseling. The CMDP plans to conduct research on the impact of career information after such programs of dissemination and utilization are undertaken.

The CMDP is a pioneering project in the Philippines. Filipinos, in general, are not cognizant of the need to use career information to make rational vocational decisions. Attitudes and values need to be changed; this is a slow and painful process. Certainly, a start has to be made. The De La Salle University, the Fund for Assistance to Private Education, the National Manpower and Youth Council, and now the National Educational Testing Center believe in the necessity of the Career Materials Development Project. In investing funds in the Project, these institutions know that eventually career information will play a role in helping youth identify and pursue careers with high employment potentials and opportunities for self-fulfillment and social service. The availability of valid and accurate career information may help create a climate conducive to human resources development and utilization.

124

CAREER MATERIALS DEVELOPED
BY
THE CAREER MATERIALS DEVELOPMENT PROJECT (CMDP)*

Elementary Level

Title	Nature	Target Readers
1. I am a Farmer	Coloring Book	Grade 1 pupils
2. Ako'y Isang Magsasaka	"	"
3. I am a Fisherman	"	"
4. Ako'y Isang Mangingisda	"	"
5. The Farmer I	Reader	Grade 2 pupils
6. Ang Magsasaka I	"	"
7. The Fisherman I	"	"
8. The Farmer II	"	Grade 3 pupils
9. Ang Magsasaka II	"	"
10. The Fisherman II	"	"
11. Sarao: The Jeepney is Human	Biography reader	Grade 4 pupils
12. Sarao: Ang Dyipning Tao	"	"
13. Slow Growth Toward the Sun	"	Grade 5-6 pupils

Secondary and Collegiate Levels

Title	Nature	Target Readers
14. Careers in Accounting	Occupational monograph	Students, parents, teachers, and guidance counselors
15. Mga Karera sa Accounting	"	"
16. Careers in Agriculture	"	"
17. Mga Karera sa Agrikultura	"	"

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*A project jointly funded by the National Manpower and Youth Council (NMYC) and the De La Salle University Graduate School of Education.

Secondary and Collegiate Levels
(Continued)

Title	Nature	Target Readers
18. Careers in Engineering	Occupational monograph	Students, parents, teachers, and guidance counselors
19. Mga Karera sa Inhenyeriya	"	"
20. Careers in Fisheries	"	"
21. Mga Karera sa Fisheries	"	"
22. Career Opportunities in Industry as a Technician	"	"
23. ANG TEKNIKO: Ang Makabagong Manggagawang Pilipino	"	"
24. The Shoemeker: A Unique Filipino Worker	"	"
25. ANG SAPATERO: Ang Natatanging Manggagawang Pilipino	"	"
26. Careers in the Drug Industry	Industrial monograph	"
27. Mga Karerang Kaugnay sa Industriya ng Gamot (Drug Industry)	"	"
28. Career Opportunities in Advertising	"	"
29. Mga Karerang Kaugnay sa Advertising	"	"
30. Career Opportunities in the Graphic Arts Industry	"	"
31. Mga Karerang Kaugnay sa Graphic Arts	"	"
32. Career Opportunities in the Textile Industry	"	"
33. Mga Karerang Kaugnay sa Industriya ng Tela	"	"
34. Careers in Architecture	Occupational monograph	"
35. Careers in the Chemical Field	"	"
36. Careers in the Electrical Field	"	"

Secondary and Collegiate Levels
(Continued)

Title	Nature	Target Readers
37. Careers in Marketing	Occupational monograph	Students, parents, teachers, and guidance counselors
38. Careers in the Mechanical Field	"	"
39. Careers as a Secretary	"	"
40. Career Opportunities in the Ceramics Industry	Industrial monograph	"
41. Career Opportunities in the Hotel and Restaurant Industry	"	"
42. Career Opportunities in the Mining Industry	"	"
43. Career Opportunities in the Transportation Industry	"	"
44. Information Guide on the Use of CMDP Career Materials	Brochures	"
45. Know Yourself	"	"
46. Jobs for which a College Education is required	"	"
47. Jobs for which vocational/technical training is required	"	"
48. Jobs for which a High School Education is required	"	"
49. Jobs for which a High School Education is preferred, but not essential	"	"

Professional Level

Title	Nature	Target Readers
50. Career Handbook in Communication Arts (English): A Guide to the Integration of Career Information into Communication Arts (English) First to Fourth Year*	Handbook	High school teachers of Communication Arts (English)

Professional Level
(Continued)

	Title	Nature	Target Readers
51.	Aklat Pamatnubay sa Pagtuturo Tungkil sa Mga Karera sa Sining ng Pakikipagtalastasan, Una Hanggang Ikaapat na Taon sa Mataas na Paaralaan*	Handbook	Mga guro sa Pilipino sa Mataas na Paaralan
52.	Career Handbook in Social Studies: A Guide to the Integration of Career Information into Social Studies, First to Fourth Year*	"	High school teachers of social studies
53.	Career Handbook for High School Guidance Counselors: A Guide to the Installation of a Career Guidance Program*	"	Guidance counselors

*Not yet printed for mass distribution.

For the Out-of-School Youth

	Title	Nature	Target Readers
54.	Hagdan sa Tagumpay	Comics pamphlet	Rural out-of-school youth and their parents
55.	"Pare, Trabaho Ito"	Sound-colored slide presentation	Urban out-of-school youth and their parents
56.	The following manuscripts:		
56.1	Elektrisista (electrician)	Occupational brief	Out-of-school youth
56.2	Latero (sheet metal worker)	"	"
56.3	Makinista (Machinist)	"	"
56.4	Mekaniko (mechanic)	"	"
56.5	Tagahinang (welder)	"	"

For Out-of-School Youth
(Continued)

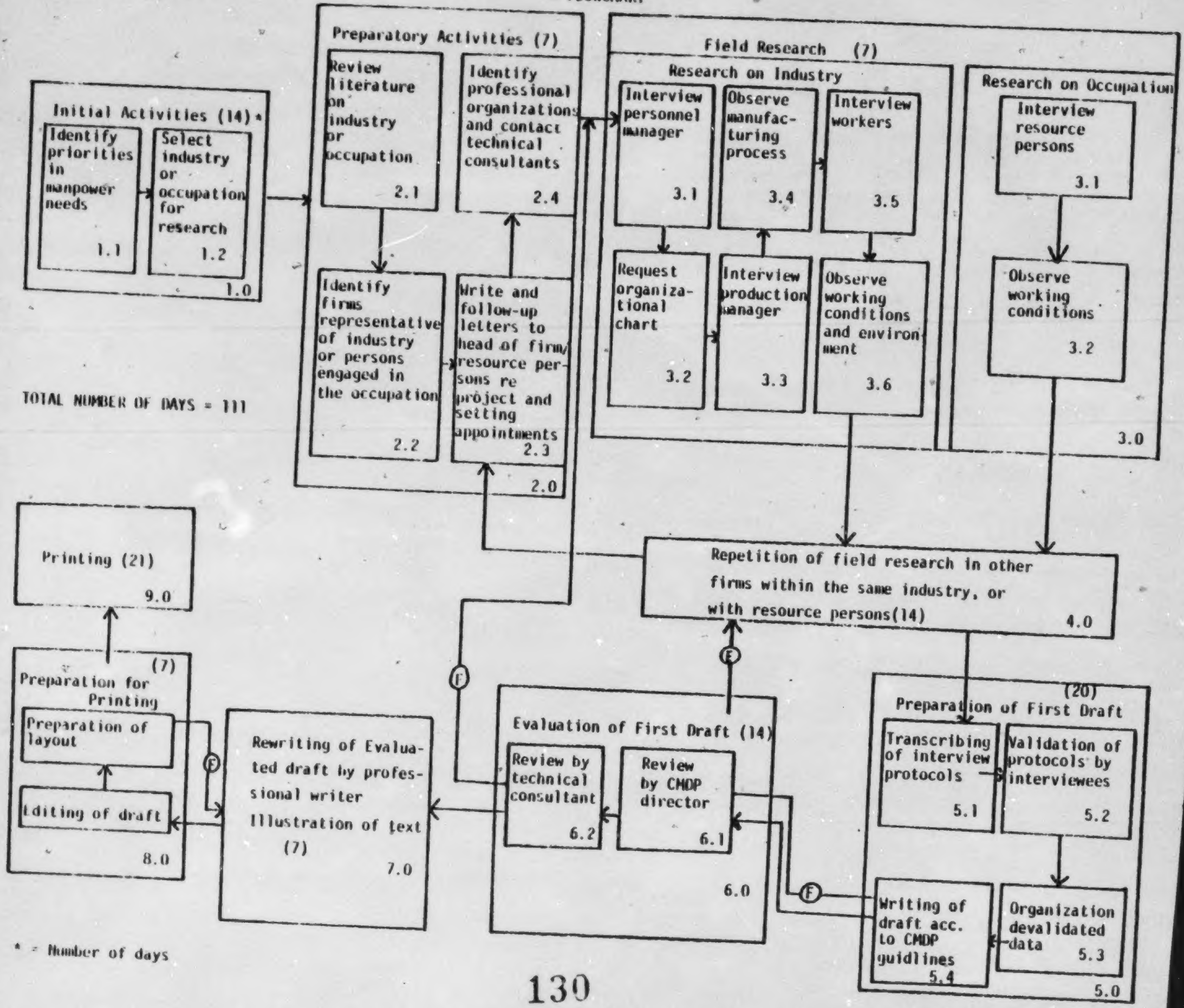
	Title	Nature	Target Readers
56.6	Airconditioning and refrigeration technician	Occupational brief	Out-of-school and in-school youth
56.7	Electrical technician	"	"
56.8	Electronic Communication technician	"	"
56.9	Industrial Electronics	"	"
56.10	Machine Shop technician	"	"
56.11	Ceramic Engineer	"	In-school youth
56.12	Electrical Engineer	"	"
56.13	Electronics and Communications Engineer	"	"
56.14	Mechanical Engineer	"	"
56.15	Mining Engineer	"	"

Career Materials Development Project
Graduate Center for Guidance & Counseling
Graduate School of Education
De La Salle University
Manila, Philippines

APPENDIX B

PRODUCTION OF CAREER MONOGRAPHS

A FLOWCHART


Initial Activities (14)*
Identify priorities in manpower needs 1.1
Select industry or occupation for research 1.2
1.0
Preparatory Activities (7)
Review literature on industry or occupation 2.1
Identify professional organizations and contact technical consultants 2.4
Identify firms representative of industry or persons engaged in the occupation 2.2
Write and follow-up letters to head of firm/resource persons re project and setting appointments 2.3
2.0
Field Research (7)
Research on Industry
Interview personnel manager 3.1
Observe manufacturing process 3.4
Interview workers 3.5
Request organizational chart 3.2
Interview production manager 3.3
Observe working conditions and environment 3.6
Research on Occupation
Interview resource persons 3.1
Observe working conditions 3.2
3.0
Repetition of field research in other firms within the same industry, or with resource persons(14) 4.0
Printing (21) 9.0
(7) Preparation for Printing
Preparation of layout
Editing of draft
8.0
Rewriting of Evaluated draft by professional writer Illustration of text (7) 7.0
Evaluation of First Draft (14)
Review by technical consultant 6.2
Review by CMDP director 6.1
6.0
(20) Preparation of First Draft
Transcribing of interview protocols 5.1
Validation of protocols by interviewees 5.2
Writing of draft acc. to CMDP guidlines 5.4
Organization devalidated data 5.3
5.0
F
F
F
F

TOTAL NUMBER OF DAYS = 111

* = Number of days

THE PLACEMENT SERVICE OF JUNIOR HIGH SCHOOLS IN R.O.C.

by

Prof. Ching-kai Chang
National Cheng-chi University
Taipei, Taiwan
Republic of China

The Nature of Junior High Schools

Since 1968, the government of the Republic of China (R.O.C.) has been successfully carrying out its nine-year free education program--an extension from the original six-year program. Thus, the free education program now includes not only six years of elementary education but an additional three years of junior high education.

The nature of and guidelines for junior high education today have undergone drastic changes. The old system was designed merely to enable students to prepare for another three-year senior education, emphasizing only the development of intelligence and knowledge. The new junior high education is designed to cultivate a sound citizen through the harmonious development of knowledge, physical training, and socialization. Hence, each student after graduation can be guided to further study or can be employed according to what the late President Chiang Kai-shek termed "endowment, capability, ability, characteristics, and potential."

The Major Methods of Vocational Guidance Used in the Junior High Schools

In general, vocational guidance in junior high is two-fold. First, the school counselor offers vocational guidance during the three school years. Secondly, the counselor cooperates with governmental employment service institutions to arrange student work opportunities prior to graduation.

During in-school vocational guidance, each school designs various programs for the first through third academic years, according to governmental regulations. Fundamental programs are:

1. To apply the "guidance activities" course, which is designed to help students recognize their characteristics and develop their potentials. This course, one hour a week, is undertaken by counselors and teacher-counselors

with special training in guidance and counseling. In addition to educational and personal guidance, this course contains many units of vocational guidance. During the first academic year there are eight units which emphasize self-understanding and occupational choice. During the third academic year, seventeen units are offered, with emphasis on vocational choice and work opportunities.

This is a required course from the first to the last academic year. A "Guidance Activities" handbook is provided each semester by the government and all units must be discussed according to the handbook. There is emphasis on different activities and performances. No examination or credit is given. However, student performance and participation is recorded for counseling and follow-up studies.

Through the course of "Guidance Activities" and the performances and activities of the units of vocational guidance, each student will hopefully obtain a better understanding of himself and his environment.

2. To carry out aptitude and interest tests during the second academic year, as well as an interest test in the last academic year of junior high. Based upon the test results, it is decided whether a student can pursue further study in senior high or a suitable job. The specialists, counselors, or teacher-counselors in each junior high are responsible for the testing.

3. To collect and introduce the occupational information provided by the government employment service institutions and the schools. Information is gathered as follows:

a) Introductory occupational courses are offered in the second and third academic years. These courses cover workmanship, housekeeping, gardening, cartography, abacus, processing of agricultural production, poultry raising, electrotechnology, bookkeeping, statistics, boarding management, costume designing, and electronics.

b) Students are able to obtain first-hand information from visiting and touring factories, companies, etc.

c) From social and occupational investigation, undertaken with counselor assistance, students develop a better understanding of occupational allocation, work opportunities, and work environments.

d) Information is available from publications of governmental and private institutions such as the Youth Guidance Committee, Economic

Device and Planning Committee, Ministry of Interior, and Ministry of Communication. In addition, the Occupational Classification of Taiwan and Occupational Guidance References, two books published by the Taiwan Provincial Government (TPG) also provide valuable information.

e) Relevant newspapers, magazines, and TV programs are sources that provide informative data for student reference.

4. To help students know themselves better by taking these tests and examining the occupational information. At the beginning of the third academic year, teachers guide the students in choosing occupations. The procedure requires that the students know themselves and know the occupations so that with vocational counseling, they can decide on a career based upon their abilities and an awareness of occupational requirements. When a student chooses his/her future goals, parents' opinions are also taken into account.

5. To make pre-vocational preparations: to teach students occupational techniques in the school and to apply cooperative plans involving enterprises, schools, and occupational training. All junior highs provide the facilities and environment for students to learn and practice basic work skills.

The cooperative plans between enterprises and schools encourage schools to cooperate with nearby factories or companies by providing students with a half-day study and half-day practice program during their academic year. Occupational training involves the school, permitting some students to accept vocational training from other training institutions. This program is generally applied one or two months before graduation, after which students can continue to learn in certain institutions.

The Concrete and Substantive Means of Vocational Guidance

Educational and social administrations have been assisting those students who graduated from the new compulsory education system since 1971. (The class of 1968 graduated in 1971.) A chart illustrates the substantive means of the program in the past seven years. (See following pages.)

The Achievement and Evaluation of Vocational Guidance in the Past Several Years

Under government supervision, all institutions of vocational guidance and junior high schools have shared the responsibilities of vocational guidance. Under the assistance of vocational guidance, 256,129 students from the class of 1968 have found suitable jobs. This represents approximately 16.84% of the total graduates. A detailed chart follows.

Year	Total No. of graduates	Continue to study		Willing to work		Job Opportunities
		Number	Percent	Number	Percent	
71-72	241,428	172,261	71.35	45,268	18.75	80,724
72-73	248,017	174,971	70.55	40,404	16.29	77,181
73-74	275,480	180,063	65.43	47,468	17.23	90,450
74-75	280,149	187,876	64.61	53,305	19.02	58,798
75-76	287,577	202,414	67.06	57,779	18.71	87,506
76-77	306,713	191,599	60.02	59,007	19.24	79,767
Total	1,639,364	1,109,184	66.50	303,231	18.20	474,426

Continuation of chart:

Year	Placed in job		Others	
	Number	Percent	Number	Percent
71-72	41,004	16.99	28,163	11.66
72-73	41,821	16.86	31,225	15.48
73-74	42,701	15.50	52,716	19.01
74-75	45,466	16.22	46,807	16.70
75-76	48,790	16.96	36,373	12.64
76-77	56,347	18.37	58,767	19.16
Total	276,129	16.84	255,051	15.55

The chart indicates that:

1. From 1971 (the year the class of 1968 graduated) to 1977, the total number of graduates gradually increased, and the total number of those placed in jobs under vocational guidance increased as well (41,004 in 1971 to 56,347 in 1977). Meanwhile, the percentage of students placed in jobs increased (16.99% in 1971 to 18.37% in 1977). The percentage of students who did further study after graduation decreased gradually (71.35% in 1971 to 60.02% in 1977). That indicates that youth are more willing to work after accepting

vocational guidance.

2. The number of work opportunities obtained by the institutions of employment service exceeds the number of students who want to work after graduation. Only in 1974 did work opportunities decrease owing to the global economic crisis, but they still exceeded the number of students who wanted work. Male students still lack adequate job training. A great deal of work remains to be done in this area.

3. The "other" column in the chart indicates work with one's own family, self-employment, not clear, etc. The total in this column is high (15.55% in the past six years). Self-employed means working with one's own company or factory. "Not clear" probably indicates those who cannot adapt to new work environments and therefore leave the job. This is a weakness of vocational guidance.

4. Schools, employment services, and the government have done much to carry out this meaningful work. In the past six years, more than 270,000 students have been guided under this program. However, it is our aim to further enhance vocational guidance and training in junior high.

ITEM	MEANS	RESPONSIBLE UNITS	CO-RESPONSIBLE UNITS	TIMING
(1) To coordinate institution to help junior high graduate to find suitable job	. Vocational Guidance Committee of the junior high school of TPG devises and implements the program . Counties and cities may establish similar committee	. Dept. of Ed. of TPG Dept. of Social Welfare of TPG . Bureau of Education	. Relevant department of TPG . Relevant local bureau	Immediately
(2) To hold seminars for counselors	. Seminars held by TPG . Seminars held by local governments . Focus on handbook	. Dept. of Ed. of TPG, Dept. of Social Welfare of TPG . Bureau of Education		Each April
(3) To provide information on job opportunities	. Collect information on labor market conditions and vocational training for students	. All institutions related to vocational guidance	. Junior high school	April-June

ITEM	MEANS	RESPONSIBLE UNITS	CO-RESPONSIBLE UNITS	TIMING
(4) To provide data on students who want to work following graduation	. Maintain student lists . Create student data	. Junior high school		April-May
(5) To create more job opportunities	. Work with parents . Investigate job opportunities . Work with potential employers	. Junior high school and institutions of vocational guidance		April-August
(6) To explore job opportunities and provide occupational training	. Encourage students to participate in occupational training . Enlarge occupational exchange	. Institutions of vocational guidance		June-December
(7) To provide occupational guidance to those students not planning further study	. Encourage registration of potential occupational students and provide information on job opportunties	. Junior high schools and institutions of vocational guidance		August-September

ITEM	MEANS	RESPONSIBLE UNITS	CO-RESPONSIBLE UNITS	TIMING
(8) To trace the guidance process	. Take sample survey of those students who have jobs . Trace those anxious to work but unemployed	. Junior high schools and institutions of vocational guidance		August-December
(9) To do a statistical analysis of the data	. Collect and collate data on regularly working students	. Institutions of vocational guidance		July-January
(10) To evaluate the data and program	. Youth Guidance Committee of Executive Yuan together with other institutions supervises and evaluates program . Hold evaluative seminar at end of each year . Provide support for institutions which have done a successful job of guidance during the year	. Dept. of Ed. of TPG . Dept. of Social Welfare of TPG . Youth Committee of Executive Yuan		July-January

COUNSELOR TRAINING PROGRAM IN MANPOWER DEVELOPMENT AT DE LA SALLE UNIVERSITY

by

Dr. Emilia del Callar, Chairman
Department of Guidance and Counseling
Graduate School of Education

Introduction

Guidance and counseling geared toward manpower development is not a novelty in the Philippines. Its beginnings can be traced to the early '50's when the country's need for school guidance counselors was voiced through a directive from the Department of Education. Elementary and secondary schools, both public and private, were required to have guidance counselors--particularly for vocational guidance. The Department of Education's directive was prompted by the conditions that normally beset a developing country. The nation became alarmed at problems such as the lack of trained manpower for available jobs; the imbalance between students' expressed interests, measured aptitudes, and job realities; school dropouts; youth unemployment; juvenile delinquency; accelerated cultural transition due to increased travel opportunities; and increased demand for complex technological know-how. Such problems affected the nation's economy as well as other phases of development, and pointed up the need for educational institutions to review, evaluate, update, and/or change their current objectives and curricular offerings, and to add another nonteaching arm that would be responsible for guidance programs. These guidance programs were designed to assist students to crystallize their career choices; make better decisions; and resolve personal, social, educational and vocational conflicts.

Schools began to offer guidance programs and various other student services, the extent of which depended largely on their perception of the situation. A teacher with (or in some cases, without) adequate preparation in the field of guidance and counseling, who also could generate some appeal to students, was chosen to function as guidance counselor.

Training Programs

To meet the demands for skilled guidance counselors who could develop viable and meaningful programs, training was necessary. Experts in the fields of guidance and counseling, psychology, and other related areas pooled their resources. Degree and nondegree, short- and long-term, school- and/or community-based training programs were organized by colleges and universities. The Philippine Guidance Personnel Association and other civic/educational associations helped facilitate the training of guidance personnel for immediate positions. Funding agencies such as the Asia Foundation, the Fund for Assistance to Private Education (FAPE), and the United Board of Higher Education through the Association of Christian Schools and Colleges (ACSC) extended their support to institutions to accelerate the training of counselors, including those who worked in remote areas. Seminars, workshops, conferences, and other guidance activities were provided for existing guidance counselors. Side by side with these projects were degree programs developed by educational institutions. Some colleges began offering guidance and counseling as a major at the undergraduate level. Several included this area of specialization at the master's level. Some selected universities initiated doctoral programs in education with a major in guidance and counseling.

As of 1973, the following institutions offered guidance and counseling as an educational major at the master's level:

Ateneo University, Quezon City
De La Salle University, Manila
University of the Philippines, Quezon City
Centro Escolar University, Manila
Manuel L. Quezon University, Manila
Notre Dame University, Cotabato
Philippine Christian University, Manila
Silliman University, Dumaguete City
University of Santo Tomas, Manila
Philippine Women's University, Manila
University of Bohol
Philippine Normal College, Manila
Ateneo de Davao
St. Bridget College, Batangas
San Carlos University, Cebu
Central Philippines University, Iloilo City
Divine Word College, Tagbilaran, Bohol
San Pablo Colleges, Laguna
St. Mary's College, Bayombong, Nueva Vizcaya

Adelphi College, Pangasinan
Philippine Wesleyan College, Nueva Ecija
La Consolacion College, Bacolod City
St. Mary's College, Pangasinan

It is interesting to note that these institutions are widely distributed, with the result that individuals even from distant regions could avail themselves of opportunities for formal training in guidance and counseling.

Centro Escolar University, University of the Philippines, Philippine Women's University, and the University of Santo Tomas are some of the leading universities in Metro-Manila that confer doctoral degrees in education with majors in guidance and counseling.

The need for training in guidance and counseling has not been adequately met, as evidenced by the number of teachers who still enroll in guidance and counseling courses and by the number of schools that do not have formally trained guidance counselors. In our own university, for example, the Guidance and Counseling Department has remained strong, in spite of major upheavels and changes.

Course offerings are occasionally reviewed, and new ones added, to make training relevant to manpower development. Most institutions granting degrees in guidance and counseling include courses to enable counselors to render competent help in the area of the world of work.

Duration of Formal Training Programs

Based on observations and inspection of course offerings in brochures and catalogs, one may conclude that most seminar-workshops run from four to eight weeks during the summer term. The master's program usually extends from two to three years, and is offered during weekends. Some schools, however, offer master's and doctoral courses during weekdays after the conclusion of the professional work day. The completion of a degree on the graduate level is largely geared to individual need.

The DLSU Training Programs in Guidance and Counseling

In the mid '60's in response to social demands, the De La Salle Graduate School of Education began offering a major in guidance and counseling in the master's program. From the outset, a course or two in the vocational field comprised part of the curricular offerings. Our MA students consisted mostly of teachers from the private sector of the greater Manila area. As with many educational institutions having counselor education programs, the DLSU experienced some setbacks, one of which involved program content. A careful study of the MA courses in guidance and counseling and the needs of schools ensued, and in the early '70's a new program--the Master of Science in Guidance and Counseling--was developed to supplement the ongoing MA program. This is a 14-month, full-time, packaged program with scholarship funding from FAPE and ACSC, available to schools all over the country. These programs are still in operation, and the students form a large percentage of the Graduate School of Education population. The MS program is perhaps the only full-time program we have thus far. In 1973, the DLSU was identified as a National Training Center in Guidance and Counseling by the FAPE. Since 1971 we have had scholars supported by FAPE. Part of the administrative support of the program was generated by the same funding agency. The Association of Christian Schools and Colleges also sent scholars to the MS program.

At this writing, there are 30 students in this full-time program, seven funded by FAPE, five by ACSC, and five from different Asian countries funded by the United Board of Higher Education or other agencies. Others in the program use their own financial resources. Of the 30 students, 12 hail from Asian countries such as Indonesia, Thailand, Malaysia, India, Korea, Taiwan, and Iran.

MS program objectives. The present MS in Guidance and Counseling is designed to service not only applicants from local schools and colleges but also an Asian and ecumenical clientele, and to produce counselors not only for schools but also for hospitals, social welfare agencies, parishes, and other settings. The program affords specialization in the areas of counseling psychology, testing, career counseling--and the latest specialization--pastoral counseling.

Counselors in training are expected to acquire competencies in preventing problems and promoting human development, helping individuals learn the decision-making process, assisting people to alter maladaptive behavior and translate problems into goals, applying scientific research methods to find improved approaches for counseling individuals, demonstrating awareness of self and understanding and accepting people with varied beliefs and backgrounds, and developing a counseling style adaptable to a wide variety of problems.

Thus, every MS graduate is expected to do counseling, interviewing, and observation. Each graduate must be able to select and use appropriate appraisal instruments, techniques, and approaches for individual or group behavioral management, as well as to demonstrate appropriate strategies to others. The individual should be able to influence others to become more realistic, especially in terms of career choice or life style.

General requirements. An applicant to the MS program is released by the sponsoring institution from teaching or other responsibilities for the duration of the program. If the applicant is institution-sponsored and supported by a funding agency, then he/she is bound to serve the sponsoring institution for an agreed period of time (usually two years), just as the institution also obligates itself to fund part of the schooling expenses.

Every MS applicant is subjected to extensive testing and interviews and has to fulfill all of the usual requirements prior to admission. Foreign applicants are not subjected to psychological testing; however, they must fulfill all other requirements. An added requirement for foreigners is the ability to communicate in English, verbally or in writing. Priority is given to applicants who are actually working in guidance offices and to those who are expected to initiate guidance services in their own settings. For those who choose pastoral counseling as a specialization, one prerequisite is adequate background in Christian theology.

Course offerings. To give a clearer idea of the counselor training program and its objectives, a list of course offerings is included at the end of this paper. Note that certain courses are marked with asterisks, indicating that these are proposed for inclusion during the coming school year. Evaluations gathered from our past graduates in both the MA and MS programs reveal that more intensive practicum should be provided. In the past, practicum has always occupied a large portion of the MS schedule. For a closer supervision and monitoring of feedback, practicum is suggested to be given unit equivalents.

MS candidates also engage in practicum and research activities while they are taking academic courses. Thesis/project papers are integrated into the program so that as candidates finish the academic requirements, they also complete a thesis or project paper. A research mentor is assigned to each student to facilitate the student's research.

The training staff. The staff is composed largely of graduates of the MS and MA programs, but also includes experts from different universities. The latter remain in the university for a period of time, contributing to the enrichment of trainees and faculty alike.

Opportunities for graduates. The MS-MA graduates of the DLSU guidance and counseling programs have a 100% employment rate in such varied sectors as schools, industry, and hospitals. Some are involved in programming, administration, counseling, and testing. Credit goes not only to the training staff but also to the DLSU administration which has always been supportive, to funding agencies who have given not only financial but also administrative and moral support, and to the students themselves.

Other Activities of the Department of Guidance and Counseling

The graduate guidance department likewise conducts nondegree programs in coordination with funding agencies. In the past, faculty have extended assistance to various institutions in different parts of the country for the inservice training of counselors and teachers. This project is still part of the services extended by the Department for manpower training and for supplying the immediate needs of counselors.

Within the umbrella of the Department are research projects which strengthen ties with the community and with various agencies dedicated to manpower development and other community projects. At present, three research activities are operating: the COVOTEP, the CMDP and the ETTP. The first two have been explained by their respective project directors (see the 9th and 16th papers). The ETTP, a self-generating project, has always worked closely with FAPE. Until last year, it was an FAPE test center. This project is responsible mainly for testing applicants to the DLSU MBA and MA programs. Through these projects, MS-MA students are given ample opportunity to put their knowledge into actual practice. The CMDP and the ETTP are practicum sites for those specializing in career counseling and testing, respectively.

Problems

Like any other developing programs, the MS-MA programs face a number of problems. Lack of funding and lack of facilities and equipment are the main obstacles to the further development and improvement of these programs.

Conclusion

Research, theory, and practice make up the programs of the DLSU counselors-in-training. Aptitudes, experiences, and interests of the graduate guidance students are given consideration, particularly in the groupings and learning experiences that are provided. Degree and nondegree programs are offered and research activities are undertaken by both the training staff and the trainees to bring the university closer to the community, and to enhance its contributions to manpower development. Through the training process, educators develop both professionally and personally, and community interaction is achieved.

Foremost among the objectives set by the guidance staff is patterning the program to make it responsive to the needs and demands of the country. This is something we cannot achieve if we depend upon the human and material resources of the institution alone. We must move toward the formation of consortia and the establishment of working relationships with educational and social welfare institutions and other agencies if we are to achieve the goals for which we strive. The exponential factors of the program may be observed in the numerous guidance programs and activities in varied settings and different regions sponsored by the graduates. It is hoped that our graduates will act as catalysts, as effective and humane agents for personal and national change.

DESCRIPTION: M.S. IN GUIDANCE AND COUNSELING PSYCHOLOGY
Regular and Pastoral Counseling Programs

Objectives

The M.S. in Guidance and Counseling is a counselor training program designed to service an Asian and ecumenical clientele. The regular M.S. prepares school counselors in Counseling Psychology, Testing in Counseling, and Career Counseling, while the M.S. specialization in Pastoral Counseling prepares counselors in hospitals, parishes, and other religious, community, or welfare settings.

The M.A. in Education, major in Guidance and Counseling, is designed to prepare guidance counselors in education and/or allied fields.

Length of Program

The M.S. in Guidance and Counseling is a full-time, 14-month program of two semesters and two summers.

The M.A. in Education, major in Guidance and Counseling, is a weekend program which normally takes about two or three years for a working candidate to complete.

Prerequisites

Each M.A.-M.S. program candidate is extensively tested and interviewed. A Bachelor's degree with at least 15 units of psychology, guidance or other related fields is required, along with an overall grade average of B, 2.0, or 85%.

The M.S. applicant must be presently working in a guidance office and must have at least one year's experience in guidance.

In addition to these requirements, the M.S. candidate specializing in Pastoral Counseling must have an adequate background in Christian theology. This is necessary for a better understanding of the nature and purpose of pastoral work.

Research Papers

The traditional thesis requirement is developed within the courses, and not as a separate assignment to be completed after finishing the course work. The course content and research assignments are integrated into two project papers or a thesis which must deal with topic(s) specifically applicable to the setting from which the counselor-trainee comes, or to the field of care and counseling in the parish and/or institution in the case of the pastoral counselor-trainee.

The M.S. candidate thus takes courses plus research and practicum while on campus. The M.A. candidate attends regular classes on Friday afternoons and Saturdays, and engages in practicum at a time that is convenient.

General Skills of M.S.-M.A. Counselor-Trainees

Stated in behavioral terms, the counselor-in-training will learn to:

Prevent problems and promote human development; the highest priority involves the prevention of problems.

Help individuals learn the decision-making process and how to systematically analyze all possible alternatives.

Help people alter their maladaptive behavior and translate their problems into goals which are stated in terms of what they would like to do.

Demonstrate a deeper awareness of self (reactions, attitudes, beliefs, feelings, and biases) and manifest a positive thrust for growth.

Manifest a deeper understanding and acceptance of people with varied beliefs and backgrounds.

Use a counseling style suited to various problems of students, parishioners, or institutionalized people, and manifest ease and a beginning competence.

Apply scientific research methods to find improved approaches for counseling in schools, parishes, and institutional settings.

Specific Competencies of M.S.-M.A. Graduates

Stated in behavioral terms, the M.S. graduate should be able to:

Demonstrate a counseling style with which he/she is comfortable, using techniques supported by knowledge of underlying theory and practice.

Demonstrate interviewing and observational skills by conducting interviews and compiling a detailed behavorial description of counseling.

Demonstrate competency in selecting appropriate appraisal instruments and/or techniques and approaches.

Demonstrate appropriate strategies for individual or group behavioral management.

Program Course Schedule

Master of Science (M.S.)	Counseling Psychology, Testing, Career Counseling Specialization Units	Pastoral Counseling Specialization Units
Summer I (April-May)		
Guid 105 Educational Statistics	3	3
Guid 109 Techniques of Counseling	3	3
Research Paper	2	2
Semester I (June-October)		
Guid 103 Testing in Counseling	3	3
Guid 102 Methods of Research	3	3
Guid 114 Group Process	3	-
Guid 110 Techniques of Counseling II	3	3
Pastoral Counseling I	-	3
Research Paper	2	2
Introductory Practicum*	3*	3*
Semester II (November-March)		
Guid 101 Organization of Guid. Services	3	3
Guid 115 Career Counseling	3	3
Guid 112 Mental Health & Personality Development	3	-
Guid 113 Seminar in Counseling	3	-
Pastoral Care	-	3
Pastoral Counseling	-	3
Research Paper	2	2
Advanced Practicum*	3*	3*
Summer II (April-May)		
Completion of Research Paper	-	-
Written Comprehensive Exams	-	-
Oral Defense	-	-
Total Units	42	42

*Permits applied for

Master of Arts (M.A.)

Program Course Requirement

Basic Courses	12 units
Field of Concentration	18 units
Practicum	6 units*
Thesis Paper	6 units
Total	42 units

Basic Courses

ED 551 Educational Statistics
ED 552 Methods of Research & Research Designs
ED 553 Psychological Foundations of Education
ED 554 Sociological-Philosophical Foundations of Education

Field of Concentration (Core Courses)

ED 650 Organization of Guidance Services
ED 652 Techniques of Counseling I
ED 653 Tests and Measurements
ED 660 Introductory Practicum*
ED 661 Advance Practicum*

Electives (9 units - any 3 of the following)

ED 555 Advanced Tests & Measurements
ED 556 Advanced Statistics for Psychology and Education
ED 557 Adolescent Psychology
ED 558 Psychology of Learning & Teaching
ED 651 Mental Health
ED 654 Developmental Psychology
ED 655 Advanced Educational Psychology
ED 656 Techniques of Counseling II
ED 657 Group Counseling
ED 658 Vocational Guidance
ED 659 Career Counseling
ED 800 Projective Techniques I
ED 801 Projective Techniques II
ED 802 Experimental Design
ED 803 Advanced Counseling Theories

*Permits applied for

Schedule of Fees

M.S. Regular Fees**

Tuition (P39.50/unit x 42 units)	P1,659.00
Registration (P33.00 - charged only once)	33.00
Auxiliary Services (Medical, Library, etc. P72.70 x 4 terms)	290.00
Research Supervision - 90 hours of personal supervision (includes 6 units - Research paper)	900.00
Comprehensive Examinations	13.20
Research Papers (Deposit for cost of typing and materials)	210.00
Thesis Binding	79.00
Graduation Expenses (Diploma, Invitations, etc.)	50.00
Academic Gown Rental	12.00
Total.........	P3,247.00

** Subject to adjustments

Schedule of Fees

M. S. Pastoral Counseling Fees**

Tuition fee - (P39.50/unit x 36 units)	P1,659.00
Registration - (P33.00 - charged only once)	33.00
Auxiliary Services - (Medical, Library, etc. P72.70 x 4 terms)	290.00
Research Supervision - 90 hrs. of personal supervision (Includes 6 units - Research Papers)	900.00
Clinical Supervision for Pastoral Counseling (P375/semester x 2 semesters)	750.00
Comprehensive Examinations	13.20
Research Papers (Deposit for cost of typing and materials)	210.00
Thesis Binding	79.00
Graduation Expenses (Diploma, invitations, etc.)	50.00
Academic Gown Rental	12.00
Total	P3,997.00

** Subject to adjustments

M. A. Fees**

Registration fee (charged only once)	P 33.00
Tuition fee (per unit)	39.50
Auxiliary Services - (Medical, Library, etc.)	72.70
Comprehensive Examinations	13.20
Thesis Binding	79.00
Graduation Expenses (Diploma, invitations, etc.)	50.00
Academic Gown Rental	12.00
	P 299.40

**Subject to adjustments

Program Staff & Consultants
M.S. - M.A.

Leticia Asuzano, Ph.D.	Fordham University
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Vicente Abrenica, M.S.	De La Salle University
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Carmel Espero, M.S.	De La Salle University
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Rose Marie Salazar, M.S. (on leave)	De La Salle University
Josefina Santamaria, M.A.	University of the Philippines
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Emilia del Callar, Ed.D.
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LABOR MARKET OF THE GRADUATES OF THE SECONDARY SCHOOLS IN JAPAN 1950-75

by

G. Kihachi Fujimoto
Professor, Soka University

Background of the Labor Market

After World War II, Japan experienced several kinds of manpower problems due to changes in the economy, technology, and society. During the first decade after the war (1945-55), there were economic conflicts (lack of goods and inflation), along with tremendous efforts toward economic reconstruction. At the same time, the worker surplus led to large-scale unemployment. The second decade (1955-65) was a time of technological innovation and rapid growth of business and industry. As a result, the manpower surplus changed to a shortage.

During the third decade (1965-75), the growth of business and industry slowed due to "Dollar Shock" in 1971 and "Oil Shock" in 1974. As a result, the trend reversed again and the surplus became acute. In 1975, the secondary school graduates who found jobs represented only 1.9% of the labor force, while in 1950 it was 6.6%. The proportion of newcomers to the labor market from different educational levels is apparently changing due to increased interest in higher education (see Table I).

TABLE I: BREAKDOWN OF NEWCOMERS TO THE LABOR MARKET BY EDUCATION LEVEL*

Recent graduates entering the labor force may be broken down by education level as follows:

	Junior High Graduates	Senior High Graduates	College/University Graduates
1955	62.1%	30.3%	7.5%
1960	49.8	41.7	8.6
1965	41.8	46.8	11.4
1970	19.9	59.9	20.2
1975	9.1	57.5	33.3

*Based on figures from an annual survey by the Ministry of Education.

Three Types of Placement Services

According to the regulations of the Employment Security Law (1947), under the jurisdiction of the Employment Security Bureau, Ministry of Labor, there are three types of placement services conducted by the Public Employment Security Offices (PESO) and/or by the schools. The school principals, in consultation with the director of the jurisdictional PESO, decide which service to use.

The first service is conducted completely through the PESO. The PESO registers the employer's job openings and also registers the job-seeking graudates indirectly, through their schools.

The second service is conducted through the cooperation of the PESO and the schools, by entrusting the schools with some of the original duties of the PESO.

The third service is conducted completely through the schools as a free charge employment agency. The schools must submit quarterly statistical reports to the PESO.

The ratio of the three types of placement services is shown in Table II.

TABLE II: BREAKDOWN OF SCHOOLS BY TYPE OF PLACEMENT SERVICE UTILIZED*

Schools utilizing each of the three types of placement service may be broken down as follows:

	1966			1976		
	Junior Highs	Senior Highs	Colleges/ Universities	Junior Highs	Senior Highs	Colleges/ Universities
PESO only	80.3%	5%	---	90.6%	4.7%	---
PESO/school cooperation	19.7%	60.1%	---	9.4%	62.7%	---
School only	---	34.9%	100%	---	32.5%	100%

*Based on statistics from the Employment Security Bureau, Ministry of Labor.

Labor Market for New Graduates, 1950-75

New graduates of the secondary schools pursued diversified careers during the period 1950-75. Tables III and IV show the results of the survey of the Ministry of Education. As can be seen, the figures of the Junior High School graduates for the year 1965 and the figures of the Senior High

School graduates for the year 1970 show the influence of the so-called "baby boom" of 1947-48. The figures for the Senior High Schools include the so-called "ronin" persons who are neither pursuing formal schooling nor working, but are preparing for the next college or university entrance examination.

TABLE III: BREAKDOWN OF NEW JUNIOR HIGH SCHOOL GRADUATES BY OCCUPATION*

Three months after graduation, occupations of junior high graduates may be classified as follows:

	Number of Graduates	% who continued their education	% who obtained jobs	% other
1950	1,588,229	41.0	45.2	13.8
1955	1,663,184	51.5	42.0	10.4
1960	1,770,483	57.8	38.7	6.4
1965	2,359,558	67.4	26.5	6.1
1970	1,667,064	82.1	16.3	1.6
1975	1,580,485	91.9	6.0	2.1

*Based on figures from an annual survey by the Ministry of Education.

TABLE IV: BREAKDOWN OF NEW SENIOR HIGH SCHOOL GRADUATES BY OCCUPATION*

Three months after graduation, occupations of senior high graduates may be classified as follows:

	Number of Graduates	% who continued their education	% who obtained jobs	% other
1950	253,278	21.9	46.3	31.8
1955	715,910	17.2	47.6	35.2
1960	933,938	16.6	61.3	22.1
1965	1,160,075	24.5	60.4	15.1
1970	1,402,962	24.3	58.2	17.5
1975	1,325,968	34.2	44.6	21.2

*Based on figures from an annual survey by the Ministry of Education.

Guidance Workers in the PESO and Schools

About 1,000 officers in 474 PESO's are working for job-seeking secondary school graduates. Among them, about 130 hold bachelor's degrees in psychology.

In the schools, teacher-counselors work in curricular and extracurricular activities both for those students who are planning to enter the world of work after graduation and for those who anticipate further study.

According to a survey conducted in September, 1975, 7,584 junior highs out of 8,746 have appointed teacher-counselors. Teacher-counselors who have decreased their duties as subject teachers account for only 20% of the total number. Among secondary schools, 3,190 out of a total of 3,788 have appointed teacher-counselors. Teacher-counselors who have decreased their duties as subject teachers make up 40% of the total number.

Effects of Labor Market Trends

The shortage of junior high graduates for 1960-65 called for the employers to conduct recruitment more effectively by improving the working conditions. Wages for beginners were raised. It also caused employers to shift their main concern from junior high to senior high graduates, and later, to those of colleges and universities.

Another effect of the shortage for 1960-65 was that employers turned to automation and other technological innovations. This caused the employees to feel alienated and dehumanized. At the same time, the rate of labor turnover increased. About 25% of the newcomers changed their first jobs within their first year of employment. Within three years, about 50% of the newcomers had changed their first jobs. And within five years the figure had risen to 70%.

This same shortage caused the graduates themselves to regard work as easy to come by, and led them to underestimate the effort for survival. They were demoralized by the later worker surplus.

In order to help students cope with such changes in the labor market, career guidance personnel must offer comprehensive services for job-seeking pupils as well as those bound for higher education. This can result only from systematic and continuous cooperation between junior highs, senior highs, and universities, based on a sound developmental theory of vocational education.

SUMMARY OF PROCEEDINGS

Day 1, Monday, October 3, 1977

Morning Session

The morning session began at 9:30 a.m. with the Philippine National Anthem. Fr. Mark Chu Ping-Hsing from Taiwan, Republic of China, gave the invocation. Mrs. Josefina Santamaria then provided a brief historical background of the ARAVEG, its membership, its goals, and the inception of the PVGA.

Bro. H. Gabriel Connon, FSC, President of De La Salle University, gave the Welcome Address, in which he spoke to the value of the conference, through which specialists have the opportunity to share their knowledge, experiences, and expertise in the area of vocational and educational guidance, particularly as they relate to national and regional manpower development. He stressed the fact that only by listening and participating could each member benefit.

Prof. G. Kihachi Fujimoto of Japan, Secretary-General of ARAVEG, delivered the message of ARAVEG President Hirokichi Nadao who was unable to attend. He noted the timeliness of this year's conference theme, which is of common interest to Asian countries and coincides with one of the objectives of the ARAVEG. Guests, consultants, and participants were then introduced. Hon. Blas Ople, Secretary of Labor, pointed out in his keynote address the seeming ineffectiveness of the school system in meeting vocational counseling needs. He urged professional guidance workers to set their sights on alternative forms of helping individuals to improve their economic and social condition, such as manpower guidance in contrast to student guidance. He stressed the institutionalization of the vocational guidance system outside the school setting.

After a short recess, Dr. Garry R. Walz, Professor at the University of Michigan, U.S.A., and Program Advisor, gave his observations on some international trends and developments in career guidance. Among those that he described were the following:

1. a movement to redefine vocational guidance as career guidance
2. the development of competencies to enable individuals to cope with present-day situations

156

3. priorities or areas of emphasis in career guidance
   a. self-exploration
   b. environmental exploration
   c. decision-making and planning skills
   d. placement
4. an increasing degree of collaboration and cooperation between government, business, labor, and education
5. a coming together of different career development theories in terms of practical application

In developing experimental programs, he cited certain priorities:

1. motivate people to plan
2. improve self-exploration and knowledge
3. develop a systematic work exploration program
4. teach skills in career decision-making and planning
5. think futuristically to be able to deal with future shock.

He concluded his talk by pointing out some considerations which participants could share with their different countries:

1. a greater variety of ways to deliver career guidance, possibly in the form of module materials, and to involve others
2. involvement of parents
3. establishment of community career guidance centers
4. bringing together the business, labor, government, and educational sectors
5. retraining of counselors as career counselors

A brief open forum followed, and the session ended at 12:05 p.m.

Afternoon Session

The theme of the afternoon session, which began at 2:20 p.m., was "Vocational Guidance Programs for Manpower Development."

Dr. Abraham Felipe, President, FAPE, discussed the role of private educational institutions in vocational guidance programs for manpower development. He noted a societal demand for critical revision and development in education, aside from the conservation of cultural traditions. He stated that educational institutions are seen and have been used as vehicles for attaining societal goals. He pointed out three strategies developed by private educational institutions in meeting the change:

1. private educational instititions' capabilities in providing solid vocational guidance programs

2. capabilities in providing curricular offerings to meet industrial needs and regional and national manpower development priorities
3. development of adequate placement procedures.

His speech was followed by an open forum and a recess.

Mr. Clifford Paragua spoke in behalf of Mr. Perfecto Gabut, who was unable to attend. He described the objectives and services of the Bureau of Employment Services: employment counseling, occupational employment testing services, and labor market information units in major areas. He also identified the problems and needs in the implementation of vocational guidance programs.

Mr. Tien-Chik Yen, Manpower Specialist, Economic Planning Council, Taiwan, reported on manpower development planning in the Republic of China. He mentioned that its aim is to raise manpower quality and thus enhance effective utilization of human resources. Mr. Yen elaborated on the beginnings of manpower development, its long-term objectives, and the implementation and coordination of these plans.

An open forum followed the presentation of these papers.

SUMMARY OF PROCEEDINGS

Day 2, Tuesday, October 4, 1977

Morning Session

The morning session began at 8:35 a.m. with comments about last night's activities by Mrs. Josefina Santamaria. This was followed by the introduction of newly arrived participants from Japan and the Philippines.

Dr. Garry R. Walz, in his talk on organizing a comprehensive and systematic career guidance program, emphasized three areas of need to help guidance counselors meet today's concerns. These are: inservice training, counselor competency upgrading, and professional renewal. In answer to these needs he proposed three solutions: a systematic sharing system, counselor renewal kits, and a competency-based counselor training program. He further described module inservice training which deals with the following topics: needs assessment, consensus-seeking, goal-setting, program design, resources, evaluation, overcoming barriers, change agentry, and development of an action plan. He also proposed a model for developing a career guidance program which includes steps in program identification and problem resolution. Advantages and disadvantages of this model were discussed.

After a 30-minute break, Professor Takeshi Senzaki, in his report on contemporary career guidance in Japanese Senior Highs, pointed out the need to intensify career guidance. He defined career guidance and described the position of career guidance in the course of study, the position and activity of the career guidance teacher, career guidance in long-time-homeroom activities and inservice training activities undertaken to train teachers in career guidance. The following problems were mentioned: teachers' nonacceptance of the importance of career guidance, lack of professional guidance training, lack of student interest in their careers, and lack of concern on the part of the family and society.

He cited current trends in some high schools and colleges, as well as the Ministry of Education and the Ministry of Labor, to support the development of career guidance.

An open forum followed.

Mr. Leung Kai Hung talked on the vocational training scheme of the Appointments Service of the University of Hong Kong. The scheme was designed to help students develop self-understanding, learn about the world of work, gain working experience, and find jobs upon graduation. Students are invited to register with the Appointments Service where they are interviewed and their records kept. Applicants are matched with job openings reported by the employer's association,government departments, and commercial and industrial establishments. One of the problems encountered has been inability to find satisfactory placements for some trainees, as few organizations can afford to run a special training program. The scheme has been well-received, as evidenced by the annual increase in participation by students and organizations.

An open forum followed.

Miss Agnes Watanabe presented the research studies on vocational guidance conducted by the National Institute of Vocational Research in Japan. She described the Vocational Readiness Test (VRT) which was developed and published in 1971 for use at the secondary school level, and discussed trends in the cognitive structure of vocational behavior among secondary students. She also presented the results of a ten-year follow-up study on the vocational adjustment of young Japanese workers. This study, which was started in 1969, yielded the following results: the vocational self-image of 19-year-old subjects was unclear, and there were no differences in the vocational self-image between junior and senior high school graduates.

An open forum followed, and the morning session ended at 12:05 p.m.

Afternoon Session

The session started at 1:40 p.m. Dr. Garry R. Walz oriented the body to the scope of the afternoon's workshop.

The first hour was spent demonstrating a method of providing occupational information for exploration purposes. The delegates participated in the role playing. During the demonstration some delegates were prepared to act as 12th-grade students, and a panel of six delegates spoke on the teaching profession, each having one minute to talk of his/her career. The class was encouraged to ask questions.

Dr. Walz then synthesized the pertinent points of the demonstration.

He pointed out three significant advantages of this method. First, it helps sharpen the students' inquiry by challenging the speaker's point of view, thereby eliciting information regarding the profession that the usual printed sources would not be able to show. Second, it is a good way of tapping human resources as a source of occupational information. Third, it is an inexpensive source of updated information. However, Dr. Walz also raised an objection to the method, saying that career talks can tend to be propagandistic instead of informative.

The next hours were spent in presenting some new trends and techniques in career guidance, followed by an open forum.

A publication called "Searchlight" is concerned with monitoring publications in response to the needs of counselors in different parts of the world. Thus far, areas of needs that have been responded to through publication are:

1. assertiveness training--a manifestation of worldwide trend in interest in self-growth and development
2. research in counseling--dissertations, though not always of the best research design, are the usual responses
3. counselor effectiveness
4. needs assessment
5. psychological or affective education to be infused in the curriculum
6. accountability in guidance
7. guidance programs in higher education
8. tests as measurement tools
9. outreach concept--counselors who are mobile, who go to where the clients are
10. group guidance
11. counseling prisoners--development of half-way houses where counseling is favored over rehabilitation which was proven ineffective
12. current developments in programs and practices
13. counseling the handicapped and exceptional children
14. divorce and one-parent counseling
15. counseling women
16. crisis counseling
17. behavior modification approaches
18. counselors as change agents

161

19. career resources centers
20. mid-career change
21. counseling for drug abuse
22. parent effectiveness

Dr. Walz emphasized the fact that one problem of counselors is that they are slow to respond to societal needs, and are sometimes ineffective when they do respond. However, counselors willing to take leadership positions can help.

The open forum focused on:

- the need to look into the problem of drop-outs
- the need for counselors to recognize the continued existence of problems despite innovations and developments in counseling
- the possibility of counseling foreign experts toward cultural adjustment
- the possibility of counselor-exchange programs among member nations in order to share expertise

In conclusion, Dr. Walz raised the important issue of malpractice as a growing concern among counselors.

The afternoon session ended with announcements at 4:40 p.m.

SUMMARY OF PROCEEDINGS

Day 3, Wednesday, October 5, 1977

Morning Session

The session began at 8:40 a.m. Dr. Emilia del Callar, the day's presiding officer, introduced two guests: Dr. Lourdes Quisimbing, DLSU's Dean of the Graduate School of Education, and Dr. Leticia Asuzano, Executive Director of FAPE's Educational Testing Program and Conference Consultant for the day. She also gave a brief resume of the previous day's proceedings.

Fr. Mark Chu-Ping-Hsing, delegate from Taiwan, Republic of China, read his paper on "Cross-Cultural Study on Vocational Interests." He used the Strong-Campbell Interest Inventory to gather data on the vocational interests of American male and female students as compared with those of Chinese male and female students. He noted that cultural and sex factors play important roles as influencers of vocational interests.

Dr. Esperanza Limcaco, from the UP system, reported on the vocational interests of college-bound Filipinos, restating the observation that certain fields such as engineering, medical sciences, social sciences, and business courses hold a great attraction for high school graduates. Areas such as forestry, geology, mining, and fisheries, which are vital for the country's economic growth, are least liked. She emphasized the need for desirable attitudinal changes in the area of vocational choice and the role guidance counselors play.

Mrs. Salud Evangelista, Project Director of COVOTEP, read a paper on the Cooperative Vocational Testing Project, and gave an overview of the objectives, accomplishments, and difficulties (the biggest of which is funding) encountered in the development of indigenous tests.

The open forum was followed by a 20-minute break.

The rest of the morning session was devoted to talks by Mr. Manuel Roxas, a management consultant, and Dr. Mona Valisno, Executive Director, National Educational Testing Center for DEC. The former discussed psychomotor ability as differentiated from the cognitive and affective domains. He further stressed the need for some kind of psychomotor assessment to minimize expenditure in training time and effort in view of the pressing demand for skilled manpower.

He demonstrated how to use a two-to-one psychomotor apparatus and pledged to donate new sets for the foreign delegates.

Dr. Mona Valisno, in her talk on Testing Program for Manpower Development in the Philippines, expounded on the NETC efforts in the national testing program.

The open forum that followed centered mostly on the NCEE.

The session adjourned at 12:10 p.m.

Afternoon Session

The conference resumed at 1:35 p.m. The first speaker, Dr. Lily Rosales, PGPA president, highlighted the need for vocational guidance in the Philippines, gave a brief evaluation of guidance and counseling in the Philippines, cited factors influencing vocational choices of Filipino youth, and described counseling techniques and tools used by Filipino counselors.

She discussed the complexity of career decision-making by explaining the unique cultural values and parental interference that go into the process. She stressed the challenging need for vocational counseling for Filipion youth.

An interesting open forum followed next, which included discussions of such topics as the Filipion value of "hiya" and "tiyaga" and "bahala na," the proportion of male and female counselors, and the place of testing in vocational counseling. Research findings on family influence in career choice were also shared.

After the coffee break, Prof. Naoko Tsukuda spoke on "Vocational Services for the Severely Handicapped in Japan." He discussed a survey and presented statistics on the number of persons afflicted by cerebral palsy, the most limiting handicap. He stated that the urgent task of vocational rehabilitation workers is to find suitable jobs for such individuals or at least help them learn to live with and work with the nonhandicapped.

Dr. Victor Baltazar of the Bureau of Rehabilitation, who came with a team of five people, read a paper through his wife, Mrs. Nelly Baltazar, on "Vocational Counseling for the Disabled." In the paper he explained the steps followed by the vocational guidance service and stressed the crucial role of the counselor in rehabilitation work. The paper was followed by a testing demonstration for the blind and a case presentation.

The open forum centered on job placement availability for the physically and socially handicapped.

The session ended at 5:00 p.m.

SUMMARY OF PROCEEDINGS

Day 4, Thursday, October 6, 1977

Morning Session

The session started at 8:30 a.m. Mr. Ruben Ronduen, presiding officer, reviewed the proceedings of the previous day.

Dr. Garry Walz focused his talk on career guidance resources. He described the Educational Resources Information Center (ERIC) and the Counseling and Personnel Services (CAPS) Clearinghouse, and outlined the procedures for using the ERIC System. He also encouraged the participants, among other things, to build a Starting Dissemination System (SDS) to become information generators/energizers to Asianize ERIC and to share information.

After a brief open forum, the morning session was resumed with the presentation of Mr. Swasdi Suwanaagson from Thailand. His theme was "Guidance Information Week Fair." In his talk he pointed out his functions as Director of the Center for Educational and Vocational Guidance of Thailand, such as assisting administrators and teacher counselors in organizing guidance services in schools, giving inservice training to guidance personnel, publishing guidance handbooks, providing guidance information services, and coordinating career guidance week fair.

He further described the purpose of career information week which is to provide vocational and educational information to students and thus prevent education loss and economic wastage. Exhibits of the different educational and vocational data, tools, career demonstrations, testing, individual counseling, movie and slide shows, and other entertainment are carried out during career information week.

Professor Josefina Santamaria was the last speaker of the morning. She spoke on career information resources in the Philippines. She described the development of various career materials for the use of students, out-of-school youth, parents, teachers, and counselors.

She spoke of the Career Materials Development Project (CMDP) in particular, which is a research group in charge of developing career monographs and materials which can be integrated into the various subjects taught in elementary schools, high schools, and colleges.

The open forum that followed focused on:

- a the expense involved in research of this nature
- b the effect of such information in helping to solve unemployment problems
- c the technicalities involved in undertaking such a project.

The morning session ended at 12:10 with announcements regarding the afternoon's activities. Delegates were to tour schools, training centers, and agencies for career guidance in the Metro Manila area.

Field Trip

1:00 - 6:00 p.m.

The delegates visited the following schools and training agencies: the Philippine College of Arts and Trades, the National Vocational Rehabilitation Center, and the National Manpower and Youth Council Skills Training Center. They had visited the College of Industrial Technology of De La Salle University the previous day.

At the Philippine College of Arts and Trades, participants were given a briefing by the college president, Dr. Jose Vergara, after which they were shown around the various laboratories.

Supt. Serafin Molina of the National Vocational Rehabilitation Center also briefed the delegates on the Center's functions, training, and other pertinent details. A guided tour followed.

At the National Manpower and Youth Council, the delegates were shown a film on NMYC activities before they were guided around the center.

SUMMARY OF PROCEEDINGS

Day 5, Friday, October 7, 1977

Morning Session

The morning session began at 8:45 a.m. with Josie Santamaria commenting on the experiences of the delegates with Philippine rain, traffic, etc. This was followed by Dr. Walz asking the group what the format for the afternoon activity on career guidance should be. The group opted for the exercise method--the actual participation of the group rather than the cognitive approach.

Professor Ching-Kai Chang of Taiwan then spoke on the occupational placement of junior high school students in Taiwan. He began by describing the new free education program of the Republic of China which extended the original six-year education to nine years. This new education program was designed not only for the development of intelligence and knowledge, but also the vocational guidance of students. The vocational aspect of education is divided into two steps. In step one, the school counselor plays a major role in the vocational guidance of the students, whereas in step two, the school counselor works closely with the government employment service for the job placement of graduates. Part of the vocational guidance services is to assist the students in understanding the various occupations. Dr. Chang also stressed the major role of aptitude and interest in the career choices of students. He gave a statistical comparison of placement of the graduate of the junior high school for the different years.

Dr. Emilia del Callar talked about the Counselor Training Program of De La Salle University, tracing the development of counselor education in the Philippines. She said that the growth of guidance education was caused by the needs of the society and the country. She then described the De La Salle University graduate studies in Guidance which include the MA and the MS program, the only full-time graduate program in the country. She also described how an MS graduate can help individuals learn the decision-making process, help people to alter their maladaptive behaviors, develop awareness and understanding of themselves and others, use an effective counseling style where he feels comfortable, and apply scientific research methods for the improvement of counseling approaches. Dr. del Callar also gave a summary of the MS program: course content, entrance requirements, job opportunities, problems encountered in the program and the different funding agencies that sponsor the participants.

An open forum followed del Callar's talk.

A 30 minute break followed.

After the delegates were photographed, a paper entitled, "Counselor Training Program of UP" was delivered by Dr. Lily Rosales, the Chairman of the Department of Counselor Education of UP.

Professor Kihachi Fujimoto described the Japanese education system. He narrated the different factors that influenced the manpower development of his country such as the Second World War, the reconstruction period, the technological advances, and rapid growth of business and industry. According to him, there are three types of placement services: one conducted by the Public Employment Security Office; cooperation of the PESO and the school; schools as a free-change employment agency. He also described the labor market for new graduates of secondary schools for 1950-75, and the adaptation of coping behavior to the labor market demands.

Arrangements for group activities for the afternoon were announced.

The morning session adjourned at 12:05 p.m.

Afternoon Session

The session started at 1:45 p.m. with the announcement by Mrs. Josie Santamaria of the death of the father of Dr. Awang from Malaysia. A moment of silence followed.

The talk of Dr. Walz centered on the Life Career Development System (LCDS) and was introduced by a summary of the characteristics of a desirable career guidance system: transportable, comprehensive, integrated, experimental, focused, and futuristic.

He pointed out that the system should not remain a collection of written materials but it must be learnable. There is still a need to train people who will use and implement the system.

Slide projections to explain the components of the LCDS were used. The LCDS is a dynamic program designed to facilitate all aspects of an individual's life career development. It is a system to empower an individual with the attitudes, skills, and knowledge requisite for living now and in the future.

The components of the LCDS are:

1. Facilitators' Training Workshop - to familiarize participants with the LCDS and help them gain effective facilitation techniques.
2. Modules - There are nine career development modules. Each module consists of six sessions comprised of individual and group structured experiences, appropriate for grade nine through adult. The titles of the modules are:
   a. Exploring Self
   b. Determining Values
   c. Setting Goals
   d. Expanding Options
   e. Overcoming Barriers
   f. Using Information
   g. Working Effectively
   h. Enhancing Relationships
   i. Creating Futures
3. Facilitator's Resource Bank - These two volumes provide statements of goals and objectives, detailed suggestions for use at different age levels, and enrichment resources.
4. Participant's Journal - This includes the participant's contract for behavioral follow-through on skills acquired during the module experiences.
5. Pre/Post Learning Measures - This includes evaluation instruments which provide feedback to participants and program developers of LCDS.
6. User Communication Network - This provides regular sharing of experiences and renewing of approaches and resources.

It was emphasized that basic to the LCDS is the notion that the learning experiences chosen should be able to arouse the participants' interest in life career development so they will assume responsibility for their further development.

A short break was given before dismissing the group. An actual learning experience, entitled "Typhoon Shelter," enabled the participants to show their individual values within a small group.

After brief reports from each group regarding the exercise, an open forum followed. Questions were asked concerning the length of time necessary to cover the nine modules (60 hours, which can be reduced to 30 with the elimination of some exercises), its classification as a laboratory rather than a lecture, and the length of the Facilitator's Training Workshop (three days).

An announcement was made concerning the places where the groups representing each country could meet for conference resolutions.

The session adjourned at 3:40 p.m.

SUMMARY OF PROCEEDINGS

DAY 6, SATURDAY, OCTOBER 8, 1977

The session began at 9:05 a.m. Dr. Lourdes R. Quisumbing, presiding officer of the day, gave a short historical exposition of past ARAVEG assemblies. This was followed by the reading of the summary of the previous day's proceedings.

Professor Fujimoto of Japan, secretary-general of ARAVEG, delivered the report of ARAVEG President, Hirokichi Nadao, who was not able to attend. He described the ARAVEG, its goals and major activities during the past ten years.

Major Luis Alfonso of the Asia Foundation delivered the message of Mr. Julio Andrews, Representative of the Asia Foundation in the Philippines. He stated that the Foundation recognizes the importance of vocational guidance in education. He also expressed the willingness of the Foundation to assist ARAVEG.

Professor Fujimoto gave a report on the accomplishment of the ARAVEG secretariat during the past three years. He gave the names of the representatives of different countries who attended the yearly Executive Committee Meetings. He expressed hope for more membership in the ARAVEG. He also read the ARAVEG Financial Report in place of Mr. Shigeru Miyazaki who was not present. This report was mimeographed and distributed to all participants.

One spokesman from each country presented proposals for ARAVEG. Since many of the proposals were similar, it was moved that they be studied by the secretariat and the final integrated form be given to the members.

A 20 minute break followed.

For its untiring support to ARAVEG a plaque of appreciation for the Asia Foundation was received by Major Luis Alfonso from Professor J. O. Santamaria. Professor Fujimoto proposed that Malaysia be the site of the next ARAVEG Conference. This was accepted by Mr. Johar of Malaysia. Professor J. O. Santamaria, the new ARAVEG President, outlined the plans of the organization in her address.

Brother Gabriel Connon presented the Certificates of Attendance, assisted by Mrs. C. McMurray and Dr. Quisumbing. This was followed by

172

the presentation of the certificates of appreciation to everyone who in one way or another helped make the conference a success.

Brother Gabriel Connon of De La Salle University in his closing remarks expressed his appreciation for making De La Salle host of the ARAVEG Conference.

The ARAVEG Conference officially closed at 11:40 a.m.